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ABSTRACT

The second of three volumes of appendixes to the final technical report of the Great Lakes Region Special Education Instructional Materials Center contains materials related to the introductory chapter of field services and workshops (Appendix B) and the chapter on media and materials development (Appendix C). Appendix B is continued from Volume 1 and contains materials from inservice workshops including a final report of the leadership workshop; planning, report, and evaluation forms from various workshops; and some workshop agenda. Included in Appendix C are sample product opinion papers, early child-use materials-reports and news releases, report of a "Barsch Room" using a movigenic curriculum, evaluation of a workshop on instructional games, a description of nonverbal films, a report of a study on ball utilization, evaluations and a guide for improving low vision skills, a descriptive guide to a recorded aid for beginning piano, and a descriptive booklet and evaluations of workshops on resources for effective teaching. (DB)

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Appendixes
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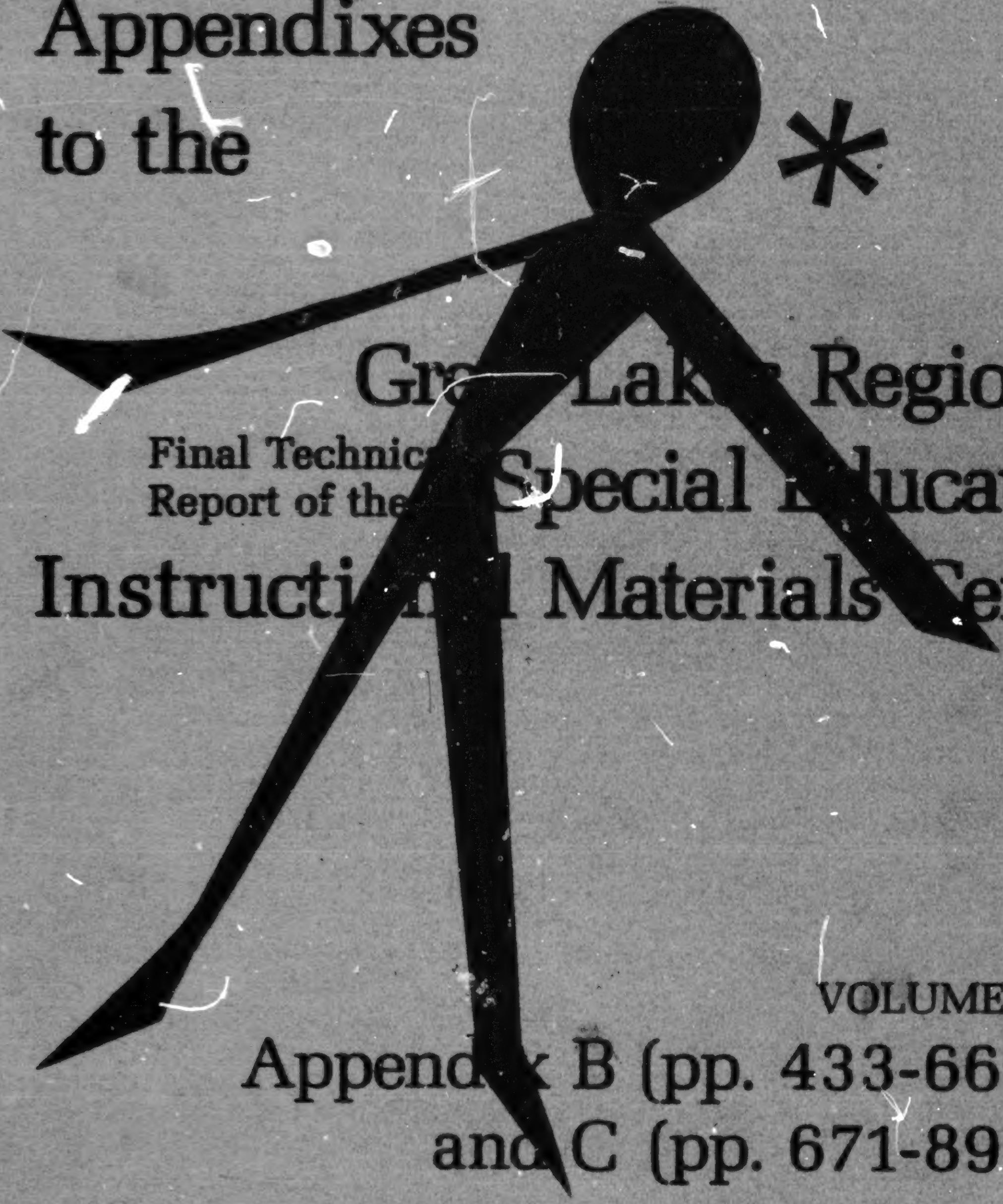

Great Lakes Region
Final Technical Report of the Special Education Instructional Materials Center

VOLUME II
Appendix B (pp. 433-669)
and C (pp. 671-890)

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Final Technical Report
Project Number 322005
Grant Number OEG-3-6-062377-1557-607

Continuation of Appendixes to the Final Report of the Great Lakes Region Special Education Instructional Materials Center

APPENDIX B, PAGES 433 - 669
APPENDIX C, PAGES 671 - 890
(APPENDIX C IS CONTINUED IN A SEPARATE VOLUME)

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MATERIALS FROM IN-SERVICE WORKSHOPS: A FINAL REPORT OF THE LEADERSHIP WORKSHOP; PLANNING, REPORT AND EVALUATION FORMS FROM VARIOUS WORKSHOPS; AND SOME WORKSHOP AGENDA

USOE/MSU
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HANDICAPPED
* CHILDREN
AND YOUTH

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FINAL REPORT

Leadership Workshop

February 14-15, 1972

This report is a compilation of a series of papers that describe the Leadership Workshop held at Michigan State University in February of 1972. Forty-three participants from six states attended this workshop. The focus of the workshop was on the development of in-service training competencies.

The report consists of the following sections:

A. Pre-Workshop Information

B. Schedule of Workshop Activities

C. Description of Workshop Activities

D. Participant Profile

E. Evaluation Studies

    Study #1 - Workshop Contract
    Study #2 - Cognitive Change
    Study #3 - Participant Reactions
    Study #4 - Long Term Contract

F. List of Participants

G. Post-Workshop Correspondence

S. Joseph Levine
June 1972

* Member Instructional Materials Network for Handicapped Children and Youth, U.S. Office of Education, Bureau of Education for the [illegible]

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January 10, 1972

Happy New Year! I hope your holidays were as restful and relaxing as mine were! By now, I'm sure you're well into the swing of things once again and are looking forward to another break! Well, I think I have a solution!

Because of numerous requests from teacher-trainers in our three-state region, the RIMC staff will host a conference here at Michigan State University. The conference will be a two-day intensive session focusing on conducting, designing, and evaluating in-service teacher-training experiences and you are invited to attend. So, mark Monday and Tuesday, February 14 and 15, 1972, on your calendar! The conference will be held at the University Inn in East Lansing, and will begin promptly at 8:30 am on Monday, Feb. 14 and will end at 3:00 pm Tuesday, Feb. 15.

Due to the importance of this conference, we have made arrangements to subsidize the participants' expenses. The RIMC will take care of your room and board expenses and mileage costs. (Included is a list of others in your area who have been invited. You might want to utilize this in making arrangements to travel with others.)

Please RSVP! Because of the pressure of time, we need to know IMMEDIATELY if you are going to be able to attend. Therefore, please complete the enclosed card and return it to me ON OR BEFORE TUESDAY, JANUARY 25, 1972.

Upon receipt of your card, detailed information will be sent.

Looking forward to hearing from you soon!

Sincerely,

Sue Ann Yovanovich
Field Consultant and Coordinator of
Human Resources for Dissemination

SAY:ss

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January 31, 1972

Dear Institute Participant:

Thank you for your promptness in returning your reservation card for the Special Education Leadership Conference: In-Service Training Techniques.

As stated in my initial correspondence, the conference will begin sharply at 8:30 am on Monday, February 14. The sessions will be held in the conference rooms at the Starboard Tack, which is located on the grounds of the University Inn. Lunch will be served in the same building. The afternoon session will conclude at approximately 3:30 pm, at which time you will be given an opportunity to visit the regional center (optional). Dinner will be at your leisure (included in conference expenses only if you eat at the Starboard Tack). There will be a required evening session which will begin promptly at 7:00 pm, followed by a social hour. On Wednesday, we will again begin at 8:30 am, and will conclude before 3:30 pm. The institute staff is planning two days of intense activities, but feel that by concluding at 3:30, you will have ample time to begin your journey homeward. Therefore, we strongly urge you to plan to remain for the entire session.

Enclosed are some maps which we think might be helpful to you in planning your trip.

Also included is a pre-assessment form and a self-addressed, stamped return envelope. In order for the institute staff to most effectively and efficiently meet the needs of the participants, we ask your cooperation in completing the pre-assessment form and returning it on or before February 8, 1972.

All participants who attend the entire session will be provided with a complete set of workshop materials. These materials will be in a form which will permit participants to fully replicate them for their own individual use.

Looking forward to receiving your pre-assessment form and to seeing you on the 14th!

Sincerely,

Sue

(Miss) Sue Ann Yovanovich
Field Consultant and Coordinator of
Human Resources for Dissemination

SAY:ss

Enclosures

SPECIAL EDUCATION LEADERSHIP WORKSHOP
In-Service Training Techniques
USOE/MSU RIMC-HCY
Feb. 14-15, 1972

SCHEDULE

Handout	Monday	Activity	
#1-Leader's Guide	8:30	Get-acquainted activities --Ward, Yovanovich	WHO ARE WE?
#2-Program #3-Participant List & Profile #4-Objectives #5-Learning Contract	9:00	Examine and personalize objectives --Levine	WHY ARE WE HERE?
	10:00	BREAK	
	10:15	Classifying in-service leadership problems (an instructional game) --Carlson, Ward	WHAT HELP DO WE NEED TO GET?
#6-Instructional Strategies*	11:00	Revision of game, useful to introduce an in-service session on instructional strategies --Ward, Carlson	WHAT CAN WE LEARN FROM EACH OTHER?
	12:00	LUNCH	
	1:20	Karnak the Great tells how to use a kit to create an experience --Levine, Carlson Yovanovich	WHAT CAN KITS DO? WHAT CAN WE DO TO KITS?
	2:20	BREAK	
#7-Kits Available, List #8-How to Preview a Kit*	2:30	Previewing kits of materials for workshops	LET'S LOOK AT SOME KITS! HOW DO YOU DECIDE IF YOU COULD USE ONE?
#9-Hints for Preparing Kit Materials	3:30	Lab.I-preparing ditto masters & overhead transparencies Lab.II-handling audio cassettes Lab.III-Regional IMC/HCY facilities	

*To be distributed later.

Handout	Monday	Activity	
	7:00	Instructional Games for Observation Skills	FUN AND GAMES EMPHASIS: GAMES
	8:15	Social Hour	FUN AND GAMES EMPHASIS: FUN
	Tuesday		
#10-Planning Kit	8:30	Use WORKSHOP PLANNING KIT to design a plan for a workshop, given one of two simulated requests	CAN WE GET A MORE PRECISE APPROACH TO PLANNING?
	10:00	BREAK	
#11-You Are!	10:15	Work on new book on workshop planning	LET'S ALSO TRY TO HELP PEOPLE WHO AREN'T HERE!
	12:00	LUNCH	
	1:15	Sharing experiences in problem-solving	HOW DO OUR EXPERIENCES RELATE TO OUR NEEDS?
#12-Evaluation	2:00	Summation, oral and written	WHAT HAS HAPPENED?
#13-Learning Contract #14-Long-term Contract #15-Basic Reading List	2:45	Contract for implementation of follow-up	PUT LEARNING INTO PRACTICE!
	3:15	Departure	

DESCRIPTION OF LEADERSHIP WORKSHOP ACTIVITIES

Leadership Workshop
February 14-15, 1972

FIRST DAY

GET ACQUAINTED ACTIVITIES
8:30 - 9:00 a.m.

Consisted of three structured experiences.

Experience #1 - Small Groups

In a small group, each participant introduced himself/herself by saying his/her first name and repeating the names of those who preceded him.

Experience #2 - Total Group

Participants were instructed to find another person with whom he/she had something in common, sit together and tell the entire group about themselves.

Experience #3 - Workshop Leader

The workshop leader explained the roles and positions of the participants and introduced each group of participants, i.e. IRMC coordinators are in-service educators of an Instructional Resource and Materials Center in Ohio; Curriculum Resource Consultants (CRCs) are in-service educators in Michigan; Teacher-trainers are in-service educators in Indiana.

The IMC liaison staff members from each state department of education were also introduced and the leader briefly explained how this person cooperates with the RIMC.

The leader explained the participant profile which was constructed from the pre-assessment information completed by the participants prior to the workshop.

EXAMINE AND PERSONALIZE OBJECTIVES
9:00 - 10:00 a.m.

Workshop participants were given an opportunity to examine the stated objectives.

The participants were given a learning contract and were asked to check those tasks which they would be expected to complete during the two-day workshop.

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CLASSIFYING IN-SERVICE LEADERSHIP PROBLEMS - An Instructional Game 10:15 - 11:00 a.m.

The participants were given a set of [illegible] written problems which might be encountered in planning and conducting an in-service program. The group was instructed to classify the problems into troublesome and non-troublesome categories, and to write additional problems on blank cards.

The leader asked the participants to choose three of the most troublesome problems and to write solutions for these problems for the group to discuss.

REVISION OF GAME - Instructional Strategies 11:00 - 12:00 a.m.

The instructional game consisted of two parts, each lasting 30 minutes. The participants were divided in teams of two. Each team was given an instruction sheet and a deck of cards with an instructional strategy. The team was directed to categorize the cards and complete a recording form.

After the first 30 minutes, the teams were instructed to exchange decks, sort the exchanged deck, and complete the second half of the recording form. After scoring recording form #2, pairs of teams compared scores and a group discussion followed.

KARNAK THE GREAT - "How To Use A Kit To Create An Experience" 1:20 - 2:00 p.m.

This activity presented Karnak the Great with his crystal ball in which he found solutions to problems posed by his helper. In his crystal ball, Karnak was able to see what purposes kits can serve and how they can be adapted to fit a particular need.

PREVIEWING KITS 2:30 - 3:30 p.m.

Participants were given a list of kits which are available on loan from the Regional IMC.

Workshop leaders led a discussion on:

How to preview kits?
What questions to ask to determine the choice of a particular kit?
When to use it?
How to use it?

Participants examined the training kits and were given a handout, "How To Preview A Kit."

LAB SESSIONS

3:30 - 4:00 p.m.

Participants were allowed to participate in one or more of three labs.

Lab I	Instruction on how to prepare ditto masters using a thermofax machine How to prepare overhead transparencies. How to use a copying machine.
Lab II	Provided hints for producing audio cassette tapes.
Lab III	Provided an opportunity to tour the Regional IMC facilities; to meet with the RIMC support personnel (data processor, librarian clerk,etc.); use the library; check out materials, etc.

INSTRUCTIONAL GAMES FOR OBSERVATION SKILLS

7:00 - 8:15 p.m.

This activity, entitled "A Walk Through Penang," emphasizes observation skills. It consists of three games utilizing a set of 18 slides (a simulated hike through the city of Penang); participant worksheets, and leader instructions.

Game #1: SCAN PENANG

Each slide is projected on the screen for 10 seconds; each participant independently completes the "Worksheet for Scanning Penang," and the group discusses responses.

Game #2: ANOTHER LOOK

Group is divided into two equal teams; one team receives a copy of the Secret Instructions for Another Look; slides are shown again; participants independently complete "Worksheet for Another Look;" and the group discusses the following questions:

1. Was there any relationship between the ability to recall additional observations and the particular sort of motive that people had when they took a further look?
2. Were those who followed the secret Instructions also able to confirm some of their uncertainties from the first worksheet?

Game #3: EDUCATED GUESSES ABOUT PENANG

Participants independently complete worksheet for "Educated Guesses About Penang." Slides are shown again while worksheets are being completed. Activity is concluded with group discussion on what has been learned about taking an "observation hike."

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SECOND DAY

WORKSHOP PLANNING KIT

8:30 - 10:00 a.m.

This experience actively involved the participants in planning a workshop. Each team was given a set of cards, each of which stated an activity necessary to plan a workshop, and two simulated workshop requests. After deciding upon a workshop request, the team proceeded to lay out the activity cards in the form of a flow chart. Upon completion of the flow chart, they explained it to another team. Total group discussion followed this interchange of information.

WORK ON NEW BOOK ON WORKSHOP PLANNING

10:15 - 12:00 a.m.

Participants were given the booklet, "As An In-Service Educator, YOU ARE..." This guide was developed to highlight the many and varying roles of an in-service leader. The workshop leaders talked through the guide; then each team member was asked to share a personal experience in which, as an in-service educator, he had been a teacher, change-agent, discussion leader, evaluator, reporter, planner, communicator, manager, organizer, trouble-shooter or host. Each team was instructed to choose one person who would relate this experience to the total group.

The workshop leader, acting as a facilitator, brought all the teams together and the chosen team member shared his experience with the total group. This part of the activity was video-taped for later use.

SHARING EXPERIENCES IN PROBLEM SOLVING

1:15 - 2:00 p.m.

Participants viewed the video tape which they made earlier and shared experiences in problem solving, focusing on the relationship of experiences vs. needs.

SUMMATION - ORAL AND WRITTEN

2:00 - 2:15 p.m.

The workshop leaders reviewed the stated objectives of the workshop; the activities in which the participants had been involved; and discussed the relationship of the two. Participants were asked to complete a follow-up learning contract in which they indicated the degree to which they felt they had accomplished each task they had checked.

Participants completed a written evaluation of the two-day activities. They also completed a Participant Reaction Form, a short questionnaire about the general reactions to the workshop.

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CONTRACT FOR IMPLEMENTATION OF FOLLOW-UP

2:45 - 3:15 p.m.

The participants were given a long-term contract and were asked to check those tasks which they would hope to accomplish after this workshop. The contract included items which had a two or three month time limit; (a follow-up report will be sent after the specified length of time to determine the extent the participants had accomplished the checked items).

This agreement also involved responsibility on the part of the Regional Center staff as many items indicated a response would be received from the RIMC within a two-week period.

The participants were also given a Basic Reading List on "In-Service Training of Teachers" and examples of the following items: pre-post tests; in-meeting and post-meeting objectives; behavior contract; self-selected post-meeting objectives; and planned outcomes of in-service training.

S. Joseph Levine
Sue Ann Yovanovich
May 15, 1972

SPECIAL EDUCATION LEADERSHIP WORKSHOP
In-Service Training Techniques
Feb. 14-15, 1972
USOE/MSU RIMC-HCY

PARTICIPANT PROFILE

All participants at the Workshop received a Pre-Assessment Form prior to the Workshop. Twenty-three (23) of the thirty-nine participants returned these forms.

59.0% response

of the twenty-three replies.

18 (78.3%) are employed in a teacher training capacity,

and all of these participants have conducted workshops. In fact, one participant not employed as a teacher trainer has also conducted workshops.

19 (82.6%) have conducted in-service teacher-training workshops.

These 19 participants have conducted approximately 390 workshops. The range is from 1 workshop for some to 150 workshops for a single participant.

390/19 = average of 20.5 workshops per experienced participant

Of the twenty-three replies, a little more than half have attended a trainer conference.

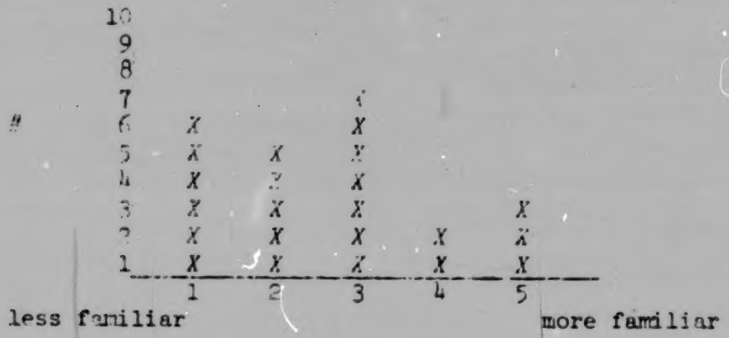
13 (56.5%) have attended a trainer conference

Most of the respondents use "small group" and "interaction" techniques for their workshops.

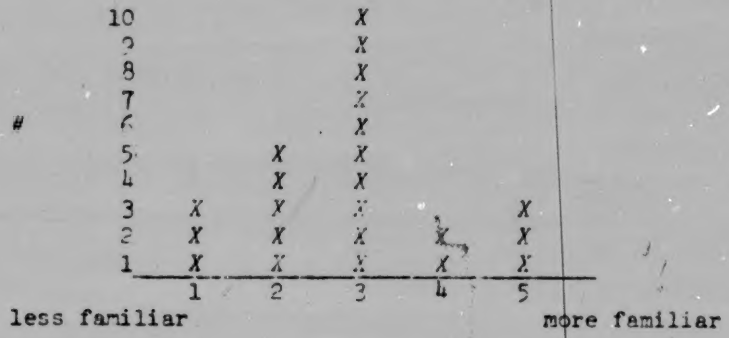
19 (35.8%)	*Small Group*
15 (28.3%)	*Interaction*
9 (17.0%)	*Lecture*
5 (9.4%)	*Large Group*
3 (5.7%)	*Mediated*
2 (3.8%)	*Slide/Tape*

Participant Profile
Page 2

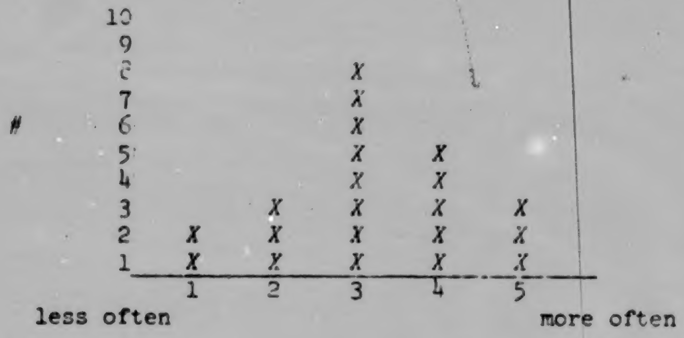
There is not a great deal of familiarity among the participants with the training materials developed by the USOE/FSU PMC-KCY



There is a moderate degree of familiarity with instructional objectives.



Yet, they are more often used in planning for their workshops.



The respondents were asked to list the specific content areas in which they receive workshop requests. Twenty-five (25) different areas were listed with the most frequent being the area of instructional materials (13 responses) and followed by behavior management (7 responses).

# of responses	*content area*
13	*instructional materials (evaluating, selection, construction, information)*
7	*behavior management (modification, control, and analysis)*
3	*objectives (behavioral, instructional)*
3	*individual assessment*
2	*parent involvement*
2	*occupational information*
2	*learning disabilities*
2	*physical education*
2	*individualized instruction*
2	*program development*
2	*special education techniques for regular class teachers*
2	*cognitive development*
1	*non-verbal communication*
1	*description of role*
1	*art*
1	*perception*
1	*trainable retarded*
1	*deaf*
1	*multi-media*
1	*learning problems*
1	*precision teaching*
1	*interaction analysis*
1	*creativity*
1	*affective development*
1	*multi-sensory approach to reading*

13 of the respondents (33%) indicated that they have specialty areas. These specialties include:

3	*instructional materials*
2	*behavior management*
2	*use of tapes*
1	*interaction analysis*
1	*cognitive development*
1	*programmed material*
1	*use of overhead projectors*
1	*independent activities*
1	*individual assessment*
1	*physical education*
1	*multi-sensory approach to reading*

1	*art*
1	*micro-teaching*
1	*learning disabilities*
1	*precision teaching*
1	*language development*
1	*reading*

The respondents' own objectives for the training session fall into four primary categories.

17	*to learn about new (and currently used) training procedures*
14	*to be able to design (conduct, plan) a workshop*
6	*to be able to evaluate the effectiveness of a workshop*
4	*to interact with other trainers*

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LEADERSHIP WORKSHOP
Evaluation Study #1

S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

All participants at the Leadership Workshop were asked at the beginning of the workshop to "contract" a series of activities that they would accomplish during the two days. (See Appendix A). A copy of this contract was collected by the workshop staff and a copy was retained by the participant.

At the conclusion of the workshop, the participants were asked to examine the list of activities and rate each one according to the degree to which it was accomplished. (See Appendix B). They were asked not to consult their earlier contract, nor limit their rating to only those activities contracted.

PURPOSE

This contracting/rating activity had a three-fold purpose. First, it was designed to promote involvement of participants toward the accomplishment of individual (yet staff-selected) objectives. Secondly, it was designed to shed light on the notion that those "learners" who contract for an objective will have a higher probability of attaining that objective than those who did not contract. Finally, it was designed as a procedural model that could be demonstrated to the participants in a "doing" manner. (All participants were involved with teacher training and were in fact looking for ideas that would be usable in their own setting.)

RESULTS

1) *It is questionable whether this procedure created a very large amount of participant involvement in the attainment of individual objectives.* This is due primarily to the tight scheduling of the two day session and the lack of appropriate "work times" where participants might be able to pursue their own objectives.

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2) The results of the comparative study (those that contracted an item versus those that did not contract that item) indicate that *allowing participants to contract objectives enhances their attainment of these objectives.* Of the 21 objectives, 15 show definite differences between groups in favor of those that contracted (#1, #3, #4, #6, #7, #8, #11, #12, #13, #15, #16, #17, #18, #20, #21); 2 show definite differences between groups in favor of those that did not contract (#10, #14); and 4 show no real differences between groups (#2, #5, #9, #19).

3) *The use of this procedure as a part of the workshop was an effective manner in "suggesting" to participants that they utilize a similar procedure in their own workshops.* This was evaluated on the basis of the large number of requests for an "extra copy" of the rating sheet by individual participants. Most all participants requesting the extra copy volunteered that they wanted to use this procedure.

DATA

The following is the data collected as a result of this study. The 21 objectives are listed in the left column. To the right of each objective are percentages of those that contracted the item (A) for each level of fulfillment, and (B) percentages of those that did not contract the item for each level of fulfillment.

Example: For objective #1, 33.3% of those that contracted that objective fulfilled it at the 100% level; 16.7% fulfilled it at the 80% level; etc. For the same objective, 7.4% of those that did not contract that objective fulfilled it at the 100% level; 14.8% fulfilled it at the 80% level, etc.

n = 39		LEVEL OF FULFILLMENT			
		100%	80%	50%	Not Attempted
#1- I will sketch out the planning steps that will be needed for my next workshop.	A B	33.3 7.4	16.7 14.8	33.3 14.8	16.7 59.3
#2- I will discuss with two other participants how to plan a workshop.	A B	78.3 68.8	21.7 12.5	0.0 6.3	0.0 6.3
#3- I will write a set of objectives for my next workshop.	A B	0.0 8.8	20.0 0.0	40.0 11.8	40.0 73.5

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			100%	80%	50%	Not Attempted
#4-	I will check off the objectives on Handout #4 as they are met.	A	21.4	42.9	14.3	21.4
		B	[illegible]	9.0	26.0	52.0
#5-	I will clarify my use of objectives in planning a workshop.	A	25.0	50.0	16.7	0.0
		B	[illegible]	29.6	[illegible]	34.8
#6-	I will sketch out my concerns for my next workshop.	A	28.6	21.4	7.1	42.9
		B	8.0	[illegible]	16.0	56.0
#7-	I will briefly list some procedures for assessing the needs of teachers in my area.	A	26.3	21.1	26.3	26.3
		B	10.0	5.0	15.0	70.0
#8-	I will take notes on two procedures used at this workshop and how they can be modified to better suit my needs.	A	91.3	4.3	4.3	0.0
		B	68.8	6.3	18.8	6.3
#9-	I will learn the meaning of "the medium is the message."	A	70.8	12.5	12.5	4.2
		B	46.7	20.0	13.3	13.3
#10-	I will list five aspects of workshop leadership that are the same as teaching.	A	33.3	0.0	11.1	55.6
		B	26.7	10.0	16.7	43.3
#11-	I will list three of my leadership behaviors that need improving.	A	45.5	13.6	13.6	27.2
		B	0.0	5.9	29.4	58.8
#12-	I will list three workshop leadership behaviors that I would like to begin using.	A	43.5	30.4	8.7	17.4
		B	12.5	25.0	12.5	43.8
#13-	I will get to know three other participants whom I have not previously known.	A	100.0	0.0	0.0	0.0
		B	88.9	11.1	0.0	0.0
#14-	I will list five ideas related to workshops that I gleaned from other participants.	A	30.8	30.8	7.7	30.8
		B	26.9	23.1	30.8	19.2
#15-	I will critically examine two training kits developed by the USOE/MSU RIMC-HCY.	A	92.6	7.4	0.0	0.0
		B	83.3	8.3	0.0	8.3

			100%	80%	50%	Not Attempted
#16-	I will suggest in writing two topics for training kits I would like to see developed.	A	12.5	6.3	12.5	68.8
		B	8.7	4.3	13.0	73.9
#17-	I will take notes on my reactions to different leadership styles used during the workshop.	A	52.2	34.8	8.7	4.3
		B	31.3	18.8	12.5	37.5
#18-	I will be perceptive to the other participants and their reactions during the workshop.	A	83.3	16.7	0.0	0.0
		B	66.7	0.0	33.3	0.0
#19-	I will list five areas that should be evaluated at a workshop.	A	18.2	18.2	9.1	54.5
		B	10.7	7.1	25.0	57.2
#20-	I will outline a procedure for assessing individual participant learning.	A	14.3	28.6	0.0	42.9
		B	3.1	6.3	9.4	78.1
#21-	I will list two different types of participant assessment measures.	A	23.1	7.7	15.3	53.8
		B	7.7	7.7	15.4	69.2

April, 197

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Appendix B Leadership Workshop Handout #13

LEARNING CONTRACT
Follow-up

In the space preceding each of the [illegible] enter the letter which most closely corresponds to the [illegible] you [illegible] that item during the workshop.

A = 100% fulfilled [illegible]
B = 30% fulfilled [illegible] not [illegible]

__ I will sketch out the planning steps that will be followed for my next workshop.
P __ I will discuss with 2 other participants how to plan a workshop.
L __ I will write a set of objectives for my next workshop.
A __ I will check off the objectives on Handout [illegible] as they are met.
N __ I will clarify my use of objectives in planning a workshop.
N __ I will sketch out my concerns for my next workshop.
I __ I will briefly list some procedures for assessing the needs of teachers in my area.
__ I will take notes on 2 procedures used at this workshop and how they can be modified to better suit my needs.

* * *

T __ I will learn the meaning of "the medium is the message."
E __ I will list 5 aspects of workshop leadership that are the same as teaching.
A __ I will list 3 of my leadership behaviors that need improving.
C __ I will list 3 workshop leadership behaviors that I would like to begin using.
H __ I will get to know 3 other participants whom I have not previously known.
I __ I will list 5 ideas related to workshops that I learned from other participants.
N
G

* * *

E __ I will critically examine 2 training kits developed by the USOE-MSU RIMC/HCY.
V __ I will suggest in writing 2 topics for training kits I would like to see developed.
A
L __ I will take notes on my reactions to different leadership styles used during the workshop.
U
A __ I will be perceptive to the other participants and their reactions during the workshop.
T
I __ I will list 5 areas that should be evaluated in a workshop.
N __ I will outline a procedure for assessing individual participant learning.
G __ I will list 2 different types of participant assessment measures.

* * *

__ I will ______________________________
O
T ______________________________
H
E __ I will ______________________________
R
____

____
(signature)

Appendix A

Leadership Workshop

Handout #5

LEARNING CONTRACT

Read through the following list of items and check (✓) those that you will complete during this two day workshop. You must check at least 3 items in each of the three categories. You will be expected to complete those items that you check.

P __ I will sketch out the planning steps that will be needed for my next workshop
L __ I will discuss with 2 other participants how to plan a workshop.
A __ I will write a set of objectives for my next workshop.
N __ I will check off the objectives on Handout #4 as they are met.
N __ I will clarify my use of objectives in planning a workshop.
I __ I will sketch out my concerns for my next workshop.
N __ I will briefly list some procedures for assessing the needs of teachers in
G my area.
__ I will take notes on 2 procedures used at this workshop and how they can be
modified to better suit my needs.

****

T __ I will learn the meaning of "the medium is the message."
E __ I will list 5 aspects of workshop leadership that are the same as teaching.
A __ I will list 3 of my leadership behaviors that need improving.
C __ I will list 3 workshop leadership behaviors that I would like to begin using.
H __ I will get to know 3 other participants whom I have not previously known.
I __ I will list 5 ideas related to workshops that I gleaned from other
N participants.
G

****

E __ I will critically examine 2 training kits developed by the USOE-MSU RIMC/HCY.
V __ I will suggest in writing 2 topics for training kits I would like to see
A developed.
L __ I will take notes on my reactions to different leadership styles used
U during the workshop.
A __ I will be perceptive to the other participants and their reactions during
T the workshop.
I __ I will list 5 areas that should be evaluated at a workshop.
N __ I will outline a procedure for assessing individual participant learning.
G __ I will list 2 different types of participant assessment measures.

****

__ I will ____
O
T ____
H
E __ I will ____
R ____

____
(signature)

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LEADERSHIP WORKSHOP
Evaluation Study #2

S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

The initial and final activities of the workshop asked the participants to complete an evaluation form. The evaluation consisted of a series of questions that called for factual responses. The same form was used for both the pre-test and the post-test. Participants were asked to write an identifying number on their form. In this way it would be possible to match each participant's pre-test and post-test without disclosing the identity of the respondent.

PURPOSE

This activity was designed to reflect any cognitive change that was brought about through the two days of the workshop. It was hoped that participant responses would be "better" on the post-test than they were on the pre-test.

RESULTS (n = 40)

Question #1: "What are 7 roles of a good in-service educator?"

Pre-test	Post-test
An average of 5.425 correct responses per respondent.	An average of 6.925 correct responses per respondent.

This question was designed to assess the participant's awareness of the many roles of an in-service educator.

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The participants learned more [illegible] the major roles of a [illegible]. This is an expected result since the entire afternoon activity directly prior to the post-test was devoted to defining and discussing these roles. It's interesting to note that many participants extended their list beyond seven in the post-test (these "extra" responses were not tabulated) whereas no one went beyond seven in the pre-test.

Question #2: "Number the following in their sequential order. (1 = first . . . . 6 = last)"

_____ develop workshop evaluation procedure
_____ design workshop activities
_____ select format for workshop
_____ develop workshop objectives
_____ revise workshop activities
_____ conduct workshop

This question was designed to reflect the participant's awareness of the sequence of events that go into the development of a workshop. Of particular interest were the sequence of "develop workshop evaluation procedure" prior to "design workshop activities," and "conduct workshop" prior to "revise workshop activities." Respondents were given a score of "2" if they got both sequences correct, a score of "1" for a single correct sequence, and a score of "0" if both were incorrect.

Pre-test		Post-test	
0 score	n = 16	0 score	n = 12
1 score	n = 22	1 score	n = 22
2 score	n = 2	2 score	n = 6
	TOTAL = 26		TOTAL = 34

The participant's awareness of the sequence of events that go into planning a workshop increased during the two days.

Question #3: "What are 2 reasons for modifying existing workshop materials?"

Pre-test	Post-test
15 respondents were able to list 2 acceptable responses.	20 respondents were able to list 2 acceptable responses.

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This question indicates that *more participants were better able to cite reasons for modifying workshop materials* at the conclusion of the two days. It should be noted, however, that the number of acceptable responses in both the pre-test and the post-test are equal to or less than half of all of those responding. Consequently, it is felt that *this area is still below acceptable levels.*

Question #4: "List 6 criteria for evaluating workshop materials.

This question was not evaluated due to the diversity of responses in both the pre-test and the post-test.

Question #5: "Of the following workshop procedures, which are the best 2 for use in a workshop on the subject of "Procedures for Assessing Classroom Performance"?

_____ a handout
_____ a workshop pre-test
_____ a visiting lecturer
_____ an observation game
_____ discussion groups

The correct responses to this question are "a workshop pre-test" and "an observation game." An acceptable response is "discussion groups."

Pre-test	Post-test
4 - Handout	1 - Handout
15 - Pre-test	20 - Pre-test
3 - Lecturer	0 - Lecturer
28 - Observation Game	33 - Observation Game
28 - Discussion Groups	24 - Discussion Groups

The responses to this question indicate an *improvement in the participant's understanding of the appropriateness of workshop procedures for the accomplishment of objectives.* The workshop was designed to support the concept that the design of activities should support the desired learning.

Question #6: "Interaction of workshop participants can best be developed through __________ __________ activities."

Responses to this item were scored as "acceptable" or "non-acceptable." Acceptable responses were those that directly related to involvement (doing, group participan discussion, etc.) Non-acceptable responses were those that did not directly relate to involvement (pre-planne individual, informal, etc.)

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Pre-test	Post-test
27 acceptable responses	31 acceptable responses

An analysis of the responses indicate that more participants responded with an involvement -- related response at the conclusion of the workshop than at the beginning. It is felt that *the workshop provided the participants a better understanding of how to create interaction of workshop participants.*

Question #7: "What is the strongest 'message' of a tape recorded presentation on the use of video-tape equipment?" Check one.

_____ use of television
_____ use of tape recorders
_____ use of video tapes

This question was designed to probe the participant's understanding of the concept that a delivery mode can be more powerful than the instruction that is delivered through the mode.

Pre-test	Post-test
2 - use of television	2 - use of television
13 - use of tape recorders	12 - use of tape recorders
25 - use of video-tapes	26 - use of video-tapes

According to the responses, *the participants have a less than acceptable understanding of the concept. (The medium is the message.) Also, there is no difference in their understanding as a result of the workshop.*

Question #8: "It is important, when evaluating a workshop, to consider the following 3 aspects:"

a. ______________________________
b. ______________________________
c. ______________________________

This question was not evaluated due to the diversity of responses in both the pre-test and post-test.

Question #9: "The best way to evaluate your effectiveness as a workshop leader is through the use of pre-assessment procedures."

_____ True   _____ False

This question was designed to assess the participant's

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understanding of the use of assessment procedures. The answer is "false."

Pre-test	Post-test
19 responded correctly	21 responded correctly

The responses to this question indicate that *the participants better understand the use of assessment procedures because of the workshop*. The number of correct responses indicate, however, that a *large number of participants still do not understand the use of assessment procedures.*

Question #10: "The most important goal of a workshop is transfer of learning."

_____ True _____ False

This question was designed to assess the participants understanding of the concept of transfer as the most important goal of a workshop. The answer is "true."

Pre-test	Post-test
10 responded correctly	5 responded correctly

The responses to this question indicate that the *participants did not learn this concept at the workshop and they did not know it prior to the workshop.*

April, 1972

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[illegible]

LEADERSHIP WORKSHOP
Evaluation Study #3

S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

A "Participant Reaction Form" was used at the conclusion of the workshop to assess the reactions of the participants to the workshop in general and any of the specific activities. Participants were asked not to identify themselves on the form.

PURPOSE

This activity was designed as a procedure to allow the individual participants to react in writing to those aspects of the workshop to which they had particularly strong feelings. The structure of the form was utilized to channel their thinking in very general areas without channeling the exact nature of their response.

RESULTS

Question #1: "Use descriptive words to describe your reactions to this Workshop. List the words as fast as they come to you. Limit one minute! No sentences, please."

A total of 319 words were elicited by this question. Of these, 302 (94.7%) were positive and 17 (5.3%) were negative. Those words that were elicited 10 or more times were interesting (16), informative (15), planned (13), helpful (12), good (11), and organized (10).

The response to this question indicates that the participants left the workshop with exceptionally positive feelings. The response also indicates that a number of the objectives of the workshop were met, especially those that were related through modeling behavior.

Question #2: "What do you feel were the two most valuable aspects of the Workshop?"

This question was designed to assess whether the planned objectives of the workshop were met as perceived by the participants. The responses to this item indicate that the participants *did* perceive the objectives through the workshop and that they *felt* they were met. The most significant aspect of the workshop, as seen by the participants was "Meeting and interacting with other teacher trainers."

Question #3: "If this Workshop were to be offered again for a different group of participants, what one thing should be eliminated?"

This question was included to find out those aspects of the workshop that should be modified or eliminated. A total of 13 responses (32.5%) indicated that nothing should be changed. Seven responses (17.5%) identified the video taping activity as unnecessary and the same number (17.5%) felt the "Karnak" skit could be eliminated. Six responses (15%) felt the examination of the Kits should be changed.

Question #4: "What was omitted, yet should have been included in this Workshop?"

This question allowed the individual participants to recommend additions to the workshop. It was hoped that this question would provide input that would clarify participant needs that were *not* met by the workshop and should be included in a future workshop. Sixteen of the responses (41%) indicated that there was nothing omitted. Nine (23%) asked that more time be allowed for individual work. Five responses (13%) highlighted "evaluation of workshop materials" as needed in future workshops. This last item, evaluation of materials, is seen as an area for increased focus in the future.

Question #5: "Suggestions or comments:"

This question was included as a "catch all" to allow the participants an opportunity to react on any aspect of the workshop not previously mentioned. Besides the general-positive comments, the most significant response to this question is the number of respondents who mentioned the lack of time to fulfill their contracts. It's interesting to note that the comments were not against the idea of the contract, but rather frustrated about the lack of time to work on the contracts.

APRIL 1972

PARTICIPANT RESPONSES

1. *Use descriptive words to describe your reactions to this Workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.*

(16)	interesting
	(interested)
	(interests)
(15)	informative
	(informed)
(13)	planned
	(planning)
	(well planned)
(12)	helpful
(11)	good
(10)	organized
(8)	fun
(8)	meaningful
	(meaning)
(7)	structured
(6)	enjoyable
(6)	excellent
(6)	useful
(5)	motivating
	(motivated)
	(motivational)
(4)	great
(4)	interaction
	(interactive)
(4)	involvement
	(involved)
(4)	learning
(4)	people
(4)	stimulating
(4)	valuable
(3)	boring
	(bored)
(3)	exciting
(3)	friendly
(3)	humor
	(humorous)
(3)	ideas
(3)	innovative
(3)	relax
	(relaxed)
	(relaxing)
(3)	repeat
(3)	varied
	(variety)
(3)	work
(3)	worthwhile
(2)	active
(2)	busy
(2)	clear
(2)	comfortable
(2)	confusion
	(confusing)
(2)	creativity
	(creative)
(2)	developed
(2)	different
(2)	dynamic
(2)	effective
(2)	enthusiastic
(2)	fast
(2)	frustrated
	(frustrating)
(2)	groups
(2)	materials
(2)	model
	(modeling)
(2)	needed
	(needs)
(2)	prepared
(2)	presentation
(2)	professional
(2)	profitable
(2)	reactionary
	(react)
(2)	relevant
(2)	timed
(2)	timely
(2)	usable
(2)	well done
(1)	activities
(1)	ambiguous
(1)	appropriate
(1)	awake
(1)	awakening
(1)	aware
(1)	best
(1)	bewildered
(1)	carry over
(1)	cold
(1)	committed
(1)	comprehensive
(1)	concise
(1)	convenient
(1)	crisp
(1)	curious
(1)	demonstrative
(1)	descriptive
(1)	directive
(1)	dull
(1)	encouraging
(1)	enlightening
(1)	eventful
(1)	experience
(1)	expertise
(1)	food
(1)	format
(1)	fruitful
(1)	fulfilling
(1)	functional
(1)	generous
(1)	gracious
(1)	improvement
(1)	insightful
(1)	instructional
(1)	intrigued
(1)	kits
(1)	lag
(1)	leadership
(1)	lively
(1)	long
(1)	media
(1)	more
(1)	moving

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(1) muddy
(1) multi-media
(1) objectivity
(1) okay
(1) paced

(1) participant
(1) personalities
(1) pleasant
(1) pleasurable
(1) practical

(1) precise
(1) productive
(1) purpose

(1) reassuring
(1) reinforcing
(1) resentful
(1) revealing
(1) roles

(1) rushed
(1) setting
(1) sharing
(1) smooth
(1) successful

(1) suitable
(1) superb

(1) tantalized
(1) techniques
(1) thinking
(1) thorough
(1) thought provoking

(1) unanticipated
(1) uncertain
(1) unclear
(1) understanding
(1) unique

(1) unprofound
(1) unused

2. *What do you feel were the two most valuable aspects of the Workshop?*

(26) Meeting and interacting with other teacher trainers.
(18) The replicable training materials that were provided.
    (4) Workshop Kits
    (4) Workshop Planning Kits
    (1) Instructional Strategy Activity
(14) The information that was provided.
(13) Experiencing a workshop led by other trainers.
(12) Involvement activities.
    (4) Video tape activity
    (3) You Are. . . activity
(2) Visiting the Regional IMC.

3. *If this Workshop were to be offered again for a different group of participants, what one thing should be eliminated?*

NOTHING (n = 13)

Nothing

Nothing as far as I am concerned as of this moment.

At this time I'm not sure if anything should be eliminated.

Nothing

Keep as is

Nothing

Nothing should be eliminated.

Nothing

(Question 3 continued)

Nothing - keep all components

Nothing

Nothing

Nothing

Nothing

VIDEO TAPING (n = 7)

The video tape of personal experiences

The video taping procedure. Obviously it didn't suit as many needs as the other sessions. It's just not your style.

While filming people having non-participants receiving some other input elsewhere.

Felt "You Are" activity too lengthy and TV taping long, not that informative and pressure to get it organized.

Use of video-tape in contrived situation.

Video-taping

The entire video-tape activity

KARNAK (n = 7)

Karnak - cute but not needed at that point. Good experience for first time contact.

Karnak

Not sure I saw relationship to Karnak's performance and time it took and value received.

Karnak

Re-tool Karnak skit - not necessarily omit.

The Karnak routine was excellent, but could be shortened time-wise.

If anything, the time with Karnak could be modified to be more effective.

(Question 3 continued)

USE OF THE KITS (n = 6)

Reviewing kits (suggest that it be a total group activity with more introduction to the activity.)

Evaluating the kits yesterday. Activity not clarified enough or simplify it.

Observing kits rather than using in groups.

The looking at kits - I felt that there was not enough time to understand many of the kits as there were no cassettes available to hear them and get total understanding.

Looking at kits instead of actually working with one kit.

Reliance on kits - should be an adjunct not a major focus.

EVENING ACTIVITY (n = 2)

The Monday-evening activities should be done in terms of needs of the group - this could be changed.

The evening meeting - really very rushed and some people who couldn't get to the meeting on time due to slow service were quite unhappy.

MEETING FACILITY (n = 1)

The University Inn

SEQUENCING GAME (n = 1)

Sequencing games

TIMING (n = 1)

The close timing which at least on one occasion during this session was too short to allow for closure.

LENGTH OF WORKSHOP (n = 1)

I would like to have more time - 3 full days perhaps

STARTING TIME (n = 1)

You covered the ground well, but how about 9 AM instead of 8:30.

4. *What was omitted, yet should have been included in this Workshop?*

(16) Nothing

(9) Needed more time to work on individual objectives (contract)

(5) More information on evaluating workshop materials (and workshops)

(2) Actual demonstration of kits.

(2) More individual participation.

(1) Actually adapting a kit.

(1) Teacher made materials.

(1) More discussion of interlock between local IMC's.

(1) More discussion of "Yours for a Better Workshop" booklet.

(1) More shifting between groups.

5. *Suggestions or comments:*

Allow time to work through rather than just read through kits - active participation.

There should be a multi-county-statewide workshop next year for IRMC coordinators. Provide continuous inservice.

The follow-up on the contract which involved lettering each item on whether the task was completed was poorly designed because of the words "list, sketch," etc. These items should be changed to terms which do not require actual writing.

Use of overhead projector was not as effective as it could be - e.g. size of image on screen, clarity, overflow of light, (beyond screen), etc.

Believe there will be excellent transfer.

Excellent workshop. I am glad I was invited.

An excellent workshop.

Make participants aware at the outset that some time should be set aside for evaluating of material.

Keep up the good work! You practice what you preach!

Foster the 'seed' of competition between groups that you began to introduce. e.g. silly little award for group that accumulates most 'points,' etc.

This was a most rewarding experience. Thank you for a most informative, well organized learning experience.

In pre-conference contract, some explanation should accompany. In addition, items should be altered some way to allow completion in spite of tight time schedule of sessions.

Keep up the good work.

Different facilities where you didn't have to go outside for everything.

Two more meetings here, two in our own states.

Continue use of groups, discussions, summaries. Another choice of motel could have been more physically comfortable. Cold floor! Better than I anticipated. Excellent!!

It would have been helpful to go through a kit completely and discuss its contents. Tuesdays sessions were far more meaningful for the contents related to frustrations of in-service coordinator.

Good job. Semi-annual involvement of 3-state group using people from the states to assist implementation of the program. Perhaps an IRMC - CRC - ETC. membership unit in CEC. Perhaps a summary of our skills.

Let's do this again real soon!

A most beneficial workshop.

Experience, if nothing else, has taught most in-service trainers how to conduct training sessions. I thought most of the activity was not particularly profound or new. The materials used were excellent and the organization of the two days was good. Private discussions with participants were particularly helpful.

Meeting was very worthwhile at times. However, there were times when I felt that the MSU staff talked very abstractive in order to sound impressive. Small words are always understood.

Follow-ups where at least part of group could get back together to refresh ideas and the urge to really try some of the suggested innovations. A very well-planned session - most enjoyable and full of ideas which have multiple use in adaptability.

Time to fulfill the "written" parts of the contract if one selected that as I did. Similar to work sessions we had in June.

This has been a valuable experience in many ways. I most appreciated meeting staff and participants, and obtaining such good ideas for our own inservice. I would like more direct information on group dynamics, and how to anticipate some of the feeling generated by inservice activities. Thanks to all the Michigan Regional IMC staff.

All roles of workshop leaders were demonstrated by the staff - except for the reporting, which will be sent to us. Good job. Thanks.

I feel I am leaving better informed this time.

Please, expand into content areas. If you can do the perceptual kit you can do kits such as "Reading, Phonics, Linguistics and look say" etc. Why not another workshop where we are the leaders using the kits that we have.

Very good workshop for in-service trainers.

It is a pleasure to do business with you folks - may I return the favor at a later date.

A very well planned conference.

I feel my time was very well spent. Would like to see any follow-up workshop keying in on specific workshop skills, i.e. change agent, communicating, etc.

The workshop was excellent and most helpful to me. It may have been helpful to provide time in the middle of the workshop to have people reflect on contracts. A reaction sheet following each package would have provided opportunity for feed back on items that may need change. Since it was not provided, many comments that were made during examination of kits were lost.

Lodge us in a cleaner motel.

I do have a need to see and use your instructional material center has. Time did not allow me to use it as I would have. More time to overlook the Centers when workshops are held in the area.

I think that we should have new leaders. It seems that the leaders techniques are repeated to some of us who have been with them before. The leaders do not show any new areas that have not been used before. We need many people that show different techniques. Retool.

6. *Should there be another multi-state workshop of this nature next year?*

(37) Yes

(1) True

(1) Certainly

(1) Perhaps

(1) Yes - with new leaders

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[illegible] Erickson Hall, Michigan State University, East [illegible] Michigan [illegible]
Cooperating With State Departments of Education [illegible]

LEADERSHIP WORKSHOP
Evaluation Study #4

S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

At the conclusion of the LEADERSHIP WORKSHOP all participants were asked to make out a "LONG TERM CONTRACT". Contained within this contract were a series of 14 possible items that a participant could check as activities that they would fulfill following the workshop. Some of these items were expected to be fulfilled at the end of two months and some were expected to be fulfilled by the end of three months. A blank space was provided at the bottom of the contract for each participant to enter any other item that they would like to contract for.

Two separate follow-ups were made of the LONG TERM CONTRACT. The first follow-up, at the end of two months, asked each participant that had contracted for two month items the level to which they had accomplished those items which they had contracted. The second follow-up, at the end of three months, asked for level of accomplishment on the three month items.

PURPOSE

This contracting activity was designed for two primary reasons. First, it was used to demonstrate to the participants a procedure for promoting some degree of participant accountability after the conclusion of a workshop. In this way, the participants could get a better feel for the use of long term contracts. The second motive behind the use of this contract procedure was to create a vehicle for subtle reinforcement of concepts and content that occurred during the two day workshop. The use of the two and three month follow-up letters provided an opportunity to remind the participants that they had in fact attended a workshop that they should continue to think about.

RESULTS

1) *Those contract items that did not require a direct contact with the REGIONAL CENTER show a higher level of accomplishment than those items that did require contact.* This can be explained in two possible ways. First, those items that required contacting the REGIONAL CENTER could be considered harder than the other items and therefore not as easily accomplished. Second, the respondent had to be truthful in his response to contact items since his reply could easily be checked. This second possibility could infer questionable reliability on the non-contact items.

2) Two contract items on the TWO MONTH FOLLOW-UP appear to be significant. *Meeting with a "local administrator" and with a "local group of teachers" seem to be two activities that the participants contracted for and did accomplish to a high degree.*

3) *The use of the FOLLOW-UP CONTRACT resulted in a large number of feedback letters directed to the REGIONAL CENTER.* Most of these letters provided workshop staff with good feedback on the content and techniques from the workshop. These letters were primarily stimulated by the use of the contract. As such, the contract stimulated valuable feedback that might not have been stimulated if the contract hadn't been used.

DATA

The following two pages show the data from the two and three month follow-up studies. An explanation of "COMPLETION INDEX" is shown at the bottom of the first page.

LEADERSHIP WORKSHOP

2 Month Follow-up Data

39 participants contracted for 2 month items.
33 of these (77%) responded to the follow-up.

Number that contracted each item	Number that responded to follow-up	Percent response by item	ITEM	100% Accomplished	80% Accomplished	50% Accomplished	Not Accomplished	Completion Index*
21	18	86%	I will relate in writing to the Regional Center my reactions to the Leadership Workshop.	11	3	1	3 (3)	.77 (.66)**
7	6	86%	I will contact the Regional Center in writing for more information about conducting my own workshops.	2	1	1	2 (1)	.55 (.47)
25	21	84%	I will request in writing one of the Regional Center Workshop Kits for more detailed inspection.	11	4	0	6 (4)	.68 (.57)
21	21	100%	I will meet with a local administrator to discuss the possibility of a workshop for his teachers.	19	1	1	0	.97 (.97)
13	13	100%	I will meet with a local group of teachers to plan a workshop.	9	2	1	1	.85 (.85)
2	2	100%	I will develop a "profile" of a group of teachers in my area that better defines their instructional needs.	0	2	0	0	.80 (.80)
9	6	67%	I will develop a detailed plan for a workshop and send it to the Regional Center for feedback.	0	1	3	2 (3)	.38 (.26)
13	12	92%	I will modify an available or existing set of workshop materials to better my own needs.	7	1	3	1 (1)	.78 (.72)
5	1	20%	I will ______________________________	1	0	0	0 (4)	1.00 (.20)

*Completion Index is a score showing level of completion for each item. "1.0" is the highest possible score. Completion Index is computed by weighting the number of responses in each category and dividing by total number of responses. Example: Completion Index for first item = (11x1.0) + (3x.8) + (1x.5) + (3x0) ÷ 18 = .77.

**Numbers in parentheses () show the non-respondents added to the "Not Accomplished" category.

LEADERSHIP WORKSHOP

3 Month Follow-up Data

32 participants contracted for 3 month items.

20 of these (62.5%) responded to the follow-up.

Number that contracted each item	Number that responded to follow-up	Percent response by item	ITEM	100% Accomplished	80% Accomplished	50% Accomplished	Not Accomplished	Completion Index
2	1	50%	I will send a copy of my next Workshop Pre-Assessment Form to the Regional Center for their reaction.	1	0	0	0(1)	1.0 (.50)
22	12	55%	I will incorporate at least 3 new ideas learned during these 2 days into a workshop that I conduct.	10	1	0	1(10)	.9 (.49)
14	8	57%	I will use one of the Regional Center Workshop Kits at a workshop.	4	0	1	3(6)	.5 (.32)
6	5	83%	I will conduct two workshops that I have designed.	4	0	1	0(1)	.9 (.75)
10	5	50%	I will send a copy of my next Workshop Evaluation Form to the Regional Center for their reaction.	3	0	0	2(5)	.6 (.3)
1	1	100%	I will ______________________.	1	0	0	0	1.0 (1.0)

Leadership Workshop Handout #14

LONG TERM CONTRACT

Please check those items that you feel you will accomplish after this Workshop. A follow-up will be sent to you after the specified length of time to find out to what degree you have accomplished those that you have checked.

___ I will relate in writing to the Regional Center my reactions to the Leadership Workshop. (Time limit: 2 months)

___ I will contact the Regional Center in writing for more information about conducting my own workshops. (Time limit: 2 months)

___ I will request in writing one of the Regional Center Workshop Kits for more detailed inspection. (Time limit: 2 months)

___ I will meet with a local administrator to discuss the possibility of a workshop for his teachers. (Time limit: 2 months)

___ I will meet with a local group of teachers to plan a workshop. (Time limit: 2 months)

___ I will develop a "profile" of a group of teachers in my area that better defines their instructional needs. (Time limit: 2 months)

___ I will develop a detailed plan for a workshop and send it to the Regional Center for feedback. (Time limit: 2 months) Note: The Regional Center will reply to me within 2 weeks.

___ I will modify an available or existing set of workshop materials to better meet my own needs. (Time limit: 2 months)

___ I will send a copy of my next Workshop Pre-Assessment Form to the Regional Center for their reaction. (Time limit: 3 months) Note: The Regional Center will reply to me within 2 weeks.

___ I will incorporate at least 3 new ideas learned during these 2 days into a workshop that I conduct. (Time limit: 3 months)

___ I will use one of the Regional Center Workshop Kits at a workshop. (Time limit: 3 months)

___ I will conduct two workshops that I have designed. (Time limit: 3 months)

___ I will send a copy of my next Workshop Evaluation Form to the Regional Center for their reaction. (Time limit: 3 months) Note: The Regional Center will reply to me within 2 weeks.

___ I will ____

____ (Time limit: ___ months)

Name ____________________ ________ Date ____________________

Address ____________________ ____________________

LEADERSHIP WORKSHOP
February 14-15, 1972

Two Month Follow-Up
Long Term Contract

At the end of the Leadership Workshop you checked some of the items below as ones that you would be able to accomplish after returning home. Two months have gone by and we're wondering what's happened. Please enter a letter by each checked item that reflects your level of accomplishment. Return this form to us in the enclosed envelope.

A = 100% accomplished
B = 80% accomplished
C = 50% accomplished
D = Not accomplished

____ ____ I will relate in writing to the Regional Center my reactions to the Leadership Workshop. (Time limit: 2 months)

____ ____ I will contact the Regional Center in writing for more information about conducting my own workshops. (Time limit: 2 months)

____ ____ I will request in writing one of the Regional Center Workshop Kits for more detailed inspection. (Time limit: 2 months)

____ ____ I will meet with a local administrator to discuss the possibility of a workshop for his teachers. (Time limit: 2 months)

____ ____ I will meet with a local group of teachers to plan a workshop. (Time limit: 2 months)

____ ____ I will develop a "profile" of a group of teachers in my area that better defines their instructional needs. (Time limit: 2 months)

____ ____ I will develop a detailed plan for a workshop and send it to the Regional Center for feedback. (Time limit: 2 months) Note: The Regional Center will reply to me within 2 weeks.

____ ____ I will modify an available or existing set of workshop materials to better meet my own needs. (Time limit: 2 months)

____ ____ I will____

____ (Time limit: ____ months)

Name________________________________ **Date**____________________

Address____

P.S. A copy of the results of the Follow-Up Study will be sent to you!

LEADERSHIP WORKSHOP
February 14-15, 1972

Three Month Follow-Up
Long Term Contract

At the end of the Leadership Workshop you checked some of the items below as ones that you would be able to accomplish after returning home. Three months have gone by and we're wondering what's happened. Please enter a letter by each checked item that reflects your level of accomplishment. Return this form to us in the enclosed envelope.

A = 100% accomplished
B = 80% accomplished
C = 50% accomplished
D = Not accomplished

____ ____ I will send a copy of my next Workshop Pre-Assessment Form to the Regional Center for their reaction. (Time limit: 3 months) **Note**: The Regional Center will reply to me within 2 weeks.

____ ____ I will incorporate at least 3 new ideas learned during these 2 days into a workshop that I conduct. (Time limit: 3 months)

____ ____ I will use one of the Regional Center Workshop Kits as a workshop. (Time limit: 3 months)

____ ____ I will conduct two workshops that I have designed. (Time limit: 3 months)

____ ____ I will send a copy of my next Workshop Evaluation Form to the Regional Center for their reaction. (Time limit: 3 months) **Note**: The Regional Center will reply to me within 2 weeks.

____ ____ I will ____

______________________________ (Time limit: ____ months)

Name ______________________________ Date ____________________

Address ____

P.S. A copy of the results of the Follow-Up Study will be sent to you!

SPECIAL EDUCATION LEADERSHIP WORKSHOP
In-Service Training Techniques
USOE/MSU RIMC-HCY
Feb. 14-15, 1972

List of Participants

Betsy Ross
CRC
Hillcrest School
1401 Cherry Street
Kalamazoo, Mich. 49001

Fred Parker
CRC
23043 Lakeway
Farmington, Mich. 48024
313-476-8676

Mrs. Blanche G. Benwire
CRC
R #3
Paw, Paw, Mich. 49079
616-628-2606

Gail Wiemer
CRC
Charlevoix-Emmet
Intermediate School Dist.
Charlevoix, Mich. 49720

Peggy Sue Tenney
CRC
1650 Waukazoo Drive
Holland, Mich. 49423
61--335-9167

Janet Fortenbacher
CRC
Kalamazoo Valley Int. Dist.
Box 2025
508 E. Dutton
Kalamazoo, Mich. 49003
616-381-5910

Beverley J. Farr
CRC
Box 155
Plainwell, Mich. 49080
616-673-3703

Jane Walline
CRC
Michigan Dept. of Education
Special Ed. Services
Box 420
Lansing, Mich. 48902
517-373-0923

Dennis J. Tomasallo
TT
Diagnostic Teaching Center
725 N. New Jersey Ave.
Indianapolis, Ind. 46219
317-635-4557

Lowell B. Smith
TT
Box 140
School Administration
New Albany, Ind. 47150
812-945-6681

Mrs. Josephine K. Mosby
TT
Diagnostic Teaching Center
725 N. New Jersey
Indianapolis, Ind. 46202

Paul Ash
IMC Coor.
Division of Special Education
Ind. Dept. of Public Instruction
Box 100
Butler University
4600 Sunset
Indianapolis, Ind. 46208
317-633-5259

William C. Souders
TT
224 N. Delaware
Hobart, Ind. 46342
219-942-6729

* TT - Teacher-Trainer
* CRC - Curriculum Resource Consultant
* IRMC Coor. - Instructional Resource & Materials Center Coordinator
* IRC Coor. - Instructional Resource Coordinator

David E. Greenburg
TT
120 E. Walnut St.
Indianapolis, Ind. 46204
317-634-2381

Robert E. Kritkausky
IRC Coor.
Saint Francis College
2701 Spring Street
Fort Wayne, Ind. 46808
219-432-3551

Glen Taylor
TT
Sp. Ed. Regional Consultant
(North Central Indiana)
1836 College Ave.
Huntington, Ind. 46750
219-356-5180

Robert J. Robertson
TT
Sp. Ed. Regional Consultant
(Northern Indiana)
Northern Regional Service Ctr.
635 South Main St.
South Bend, Ind. 46623
219-289-7904

Mrs. Laura Doeden
TT
P.O. Box 513
Plymouth, Ind. 46563
219-936-2627

Carol Weller
TT, IRC
St. Francis College
Ft. Wayne, Ind. 46805
219-432-3551 Ext. 208

Thomas E. Fisher
Ed. Consultant
Ohio Dept. of Education
Div. of Special Education
3201 Alberta St.
Columbus, Ohio 43204
614-469-2650

Howard G. Ball
Ed. Consultant
Ohio Dept. of Educatin
Div. of Special Education
3201 Alberta St.
Columbus, Ohio 43204
614-469-2650

Weston Orloff
IRMC Coor.
7090 Hopkins Rd.
Mentor, Ohio 44060
216-255-9248

Mary Crocker
IRMC Director
County Office Bldg.
Jefferson, Ohio 44041
216-576-4085

Dan Brown
IRMC Coor.
County Office Bldg.
Jefferson, Ohio 44041
216-576-4085

Erma B. Thomas
IRMC Coor.
2100 Frank Road
Columbus, Ohio 43223
614-276-8401

Betty Ausenheimer
IRMC Coor.
791 Williamsburg Dr.
Galion, Ohio 44833
419-468-6447

Betty McMillin
IRMC Coor.
Tracy Elementary School Bldg.
Tracy Road
Toledo, Ohio 43605
419-372-2958

Don Reynolds
TT
Sp. Ed. Regional Consultant
(Southeastern Indiana)
400 Jackson Park Dr.
Seymour, Ind. 47274
812-522-3280

Sheryl Kaye Nelson
IRMC Coor.
400 Holmes Ave.
Lima, Ohio 45804
419-223-3955

Norma Jane Zappin
IRMC Coor.
15 N. Main St. - Rm. 317
Dayton, Ohio 45402
513-461-3996

Wallace P. Coleman
IRMC Coor.
Lorain Co. Pub. Sch.
420 W. Third Street
Elyria, Ohio 44035
216-323-7518

G. Wayne Swezig
IRMC Director
576 W. Main Street
Wilmington, Ohio 45177
513-385-8947

Lee Debnar
IRMC Coor.
261 W. High Street
New Philadelphia, Ohio 44463
216-364-2614

Dave Braukman
IRMC Coor.
3101 Clifton Ave.
Cincinnati, Ohio 45220
513-861-4953

John Opperman
IRMC Coor.
A. G. Bell School for the Deaf
11815 Woodland Avenue
Cleveland, Ohio 44120
216-229-6966

Joseph George
IRMC Coor.
13200 Pearl Road
Strongsville, Ohio 44136
216-238-6991

Gary Dutey
IRMC Coor.
Second & Chillicothe Streets
Portsmouth, Ohio 45662
614-354-4526

Mildred Rowland
Miss. Learning Resources System
Special Education Section
Dept. of Education
P.O. Box 771
Jackson, Miss. 39205
601-354-6905

Judy Wilson
Special Education IMC
University of Texas
2613 Wichita Street
Austin, Texas 78712
512-471-3145

Dainey Lege
Texas Ed. Agency
201 E. 11th
Austin, Texas 78701
512-475-3507

Tom Meredith
Instructional Materials Center
1020 South Spring St.
Springfield, Ill. 62706
217-525-2436

Ms. Lee Patton
Instructional Materials Center
1020 S. Spring St.
Springfield, Ill. 62706
217-525-2436

Doris Stone
Dept. of Education
Bowling Green State University
Bowling Green, Ohio 43403

Bowling Green State University

Department of Education
Bowling Green, Ohio 43403

May 5, 1972

Miss Sue Ann Yovanovich
USOE/MSU
Regional Instructional Materials Center
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue,

The February leadership workshop on In-Service Training Techniques is clearly the outstanding experience of its type that I have participated in since beginning my study of conferences and workshops. Because it has so effectively provided direction and resources I feel doubly apologetic that I have not told you this earlier.

After this lapse of time I would judge the following workshop experiences remain the most profitable for me, in terms of my professional needs:

a) The carefully timed participant involvement, followed by discussion, which occurred consistently throughout the workshop. The use of on-going evaluation was demonstrated effectively.

b) All participants were viewed by the leaders as potential resource persons. This attitude freed the participants to really contribute to the total program.

c) The notebook of mimeographed materials, organizaed, numbered, useable, provide a continuing source for classroom teaching and in-service meetings. The usefulness of this material is by no means limited to working with special class teachers.

d) The participation in the video-taping session, plus the demonstration-discussion of its use was valuable.

e) The opportunity to "live" with the group for two days was tremendous fun.

Thank you for including me in this workshop and making me feel so very welcome. I look forward to receiving information on the follow-up study.

Sincerely,

Doris W. Stone

P.S. Behavior change in me: The workshop pushed me to invest in a tape recorder, which I now use in teaching and some of my group work. Next on the list is a camera!

STATE of INDIANA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
JOHN J. LOUGHLIN

INDIANAPOLIS 46204
DIVISION OF SPECIAL EDUCATION
ROOM 108 STATE OFFICE BLDG.
PHONE (317) 633-4763

April 13, 1972

Miss Sue Yovanovich
Field Consultant and Co-ordinator
USOE/MSU Instructional Materials Center
213 Erickson Hall
Michigan State University
East Lansing, MI 48823

Dear Sue,

To keep you informed as to progress made since the leadership workshop relative to In-Service Training Techniques held February 14-15, many of the concepts and ideas have been used since the workshop.

Of special value has been techniques learned for stimulating group interaction, conducting, designing and evaluating in-service training workshops, exploration of curriculum materials and information through bulletins issued by the RIMC staff.

I trust in the future you will be able to provide the kinds of services currently being offered as I personally view your "total operation" as an integral part for a total system in helping individuals such as myself to acquire ideas and concepts. As you know, with the manditory special education law coming in 1973 in Indiana, many of the concepts and ideas, in my opinion, will be useful in helping me working with school personnel to "gear up" for the meeting of the requirements of the law.

In summary, I hope to be able to use the resources from the RIMC in the future to a greater extent than in the past. I am looking forward to working with you and your staff at Michigan State as I personally feel the RIMC is definitely needed.

Sincerely yours,

Glen Taylor

Glen Taylor
North Central Regional Consultant
Dept. of Public Instruction
Division of Special Education

STATE of INDIANA

INDIANAPOLIS 46204

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
John J. Loughlin, Superintendent
ROOM 229 · STATE HOUSE
AREA CODE 317 · 633 6610

Northern Regional Center
Department of Public Instruction
615 South Main Street
South Bend, Indiana 46623
Phone 219 289 7904
Alfred Speck, Director

April 18, 1972

USOE/MSU
Regional Instructional Materials Center
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue:

I'm sorry that I have not communicated with you since the workshop.

In response to my contract, I have marked it and am including it with this letter. My reactions to the workshop are all in one word - terrific - after that I can't say anymore. It really gave me confidence in planning workshops. I have communicated this material from the workshop to my fellow consultants in Indianapolis, from this we planned a three day workshop that just finished last week. We did not use any game simulations. The evaluation of the workshop made us feel real good about our planning.

I have not met with a local group of teachers, so I have to default myself on this contract.

Thanks,

Bill Souders

Bill Souders
Field Consultant
Psychological Services

BS:as

P.S. I don't have the word power to really tell you what I got out of the workshop, except Thanks!

NORTHWESTERN OHIO INSTRUCTIONAL MATERIALS CENTER
FOR HANDICAPPED CHILDREN
(Title VI-A, ESEA)
Library 141, B. G. S. U.
Bowling Green, Ohio 43402
Phone: 419-353-8411, ext. 3482

Betty McMillin, Director

April 19,1972

USOE/MSU Regional
Instructional Materials Center
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue,

I am sorry I have been so late in writing this letter but as you know when I attended the Leadershop Workshop they had just moved our Center. Needless to say, the past few weeks have been "hectic" (hiring a secretary, writing a proposal, getting boxes unpacked, materials on shelves, etc.).

At the time I felt the workshop was very worthwhile but in thinking back about it now I even feel more that way. The ideas and materials I received can be of great help to me and all I need now is some time to use them.

At the end of a workshop of this type I think we all feel rather "saturated" as there is so much given to us in such a short period of time. I realize this is necessary if the workshop is going to be worthwhile. With such a full schedule I felt you people did a fine job of keeping a relaxed atmosphere throughout the conference.

Thanks again for everything and I hope you will have more of this type of thing for us.

Sincerely,

Betty McMillin

Betty McMillin
IRMC Coordinator

Texas Education Agency

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East 11th Street
Austin, Texas
78701

April 26, 1972

Miss Sue Ann Yovanovich
Field Consultant & Coordinator of
Human Resources for Dissemination
USOE/MSU Regional Instructional
Materials Center
Michigan State University
213 Erickson Hall
East Lansing, Michigan 48823

Dear Sue:

Thank you so much for sending me the copy of the letter sent to Ben Hodge, El Paso. He has been in contact with me several times, but I am not certain why he wrote you. He has only one instructional game available to my knowledge.

The Leadership Workshop Judy and I attended in February was excellent. I can't express how much I gained from the session. In fact, Judy and I are hard at work making final plans for a training session for the Texas System scheduled May 22-24 in Austin. Many of the ideas we learned from you will be included. Thank you again for allowing me to attend.

I was delighted to note in your letter that you plan two follow-up workshops next year. I would be most greatful if you would again allow me to attend. Would it be possible for you to let me know the dates as soon as they are firm? I must request permission in August so it can be included in next year's budget.

Sorry we didn't have time for a visit in Washington.

Sincerely,

Dainey Legé

(Mrs.) Dainey Lege', Director
Texas System of Special Education
Instructional Materials Centers
Division of Special Education
Development

DL:cn

drive friendly

PLANNING FORM

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

University of Texas

Request Received From:	Generated in house
Analysis of request by:	Training Coordinator
Plan designed by:	Judy Wilson
Who are the trainees?	Lou Alonso, Ted Ward, Joe Levine, Nancy Carlson, Sue Yovanovich et.al.
How many?	The whole staff of the MSU RIMC
What is the mission?	To express thanks for the training, the information, the ideas, the visit, the taxi service, and the Tender Loving Care.
What objectives can be achieved?	Cognitive: Recall level of events that made up a successful workshop. level - 100% Affective: Pleasure in knowing you did a good job.
What procedures?	A note to convey my appreciation by mail and a personal thanks the next time I see each of you. (1)
What evaluation?	Subjective - IT WAS GREAT!

---

1. Visual Aid - the smile on my face

DATE 2/29/72

PARDON THE PLAGIARISM

BEST COPY AVAILABLE

April 26, 1972

Ms. Sue Ann Yovanovich
Regional Instructional Materials Center
for Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan

Dear Sue,

Thank you for your letter of February 24th. I was pleased to learn my feelings regarding the success of the workshop were shared by the RIMC staff. For me, it was a tremendous opportunity for a concentrated, in-depth experience in the area of the resource center-teacher education field.

As you probably know by now, I am officially part of the IMC team in Ohio. However, the change has not come about without complications. Rather than going into detail - which would use up more paper than we have in stock right now - let me say that we have not as yet, been able to officially begin operation. Between the Cleveland Board of Education and the Division of Special Education in Columbus, and the miles of red tape "joining"the two, we have yet to be able to expend funds for inservice experiences, equipment, materials, and other such purchases (even stationery).

I have however been working with our supervisors and consultants in special education and also with some of our five hundred plus teachers. We hope to be able to really get moving perhaps by the first of next week.

For the reasons noted above, I hope you will understand why I was not able to do as much with my long term contract as I had wanted to. The "D"s recorded on the sheet certainly do not reflect any lack of interest or concern. It is my hope to begin to become more involved with your center as I begin to smooth out the rough edges of my operation.

By the way, I looked for you at the RIMC "get together" on Friday evening at the Shoreham. I was sorry not to have had the opportunity to talk with you there. I did see Nancy Carlson, though. Please say "Hi" to her for me.

I do appreciate the support, encouragement and assistance I have received from both you and the MSU Center. It has helped me a great deal in looking beyond my immediate problems to what our program will (I hope!) be in the future.

Sincerely,

John

John J. Opperman
Coordinator IMC

FISCAL AGENCY
LORAIN COUNTY
BOARD OF EDUCATION

Multi-County
SPECIAL EDUCATION
Program Center

420 West 3rd Street-Elyria, Ohio 44035

TELEPHONES:
Lorain (216) 244-1659
(216) 244-1660
Elyria (216) 322-4924
(216) 322-1200

February 25, 1972

M.S.U. RIMC-HCY
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

To All the Fine People at Your Center:

As a participant in your In-service Workshop held February 14, 15, 1972 I wish to extend my sincere appreciation as to how well it was handled.

Your Workshop possessed all the qualities that anyone could ask for regarding the presentation, content, and evaluation.

I was very pleased to attend.

Sincerely,

Wallace P. Coleman, Director
Regional Special Education Center

WPC/lcw

State of Mississippi
DEPARTMENT OF EDUCATION
G. H. JOHNSTON, SUPERINTENDENT

DIVISION OF INSTRUCTION
JOE E. HOLLOWAY, Director
P. O. Box 771
JACKSON, MISS. 39205

February 23, 1972

Miss Sue Yovanovich
USOE - MSU
Regional Instructional Materials Center for
Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue:

You are to be congratulated on managing an excellent workshop. It was really a pleasure and a privilege to join you and the staff at the MSU - IMC. I am deeply in your debt, it was one of the best learning experiences I have had over these many years. Your managerial and leadership ability are quite evident and although we heard tales of trouble behind the scene, it was not evident within the working of the workshop itself. The living quarters, the luncheon - everything was excellent, and I think I can speak for the other members of the group. We all enjoyed ourselves immensely and we learned an immeasurable amount of workshopmanship.

If in the future I can be of any service to you, please feel free to call me. It is most stimulating to work with a group such as yourselves; I came back to Mississippi with enthusiasm restored and am busy plotting and planning ways to improve our educational support systems here.

I am looking forward to talking with you at CEC in Washington. Please save some time for me, unless my reservations are all fouled up I will be at the Park Sheraton. I think I am also tapped for time in the CEC booth. Now I am ready to whip off another proposal with the accompanying CRAM form, I guess the Feds want us to practice our cursive writing.

Miss Sue Yovanovich
Page 2
February 23, 1972

Thank you again for including me in the workshop activities. They say you can't teach an old dog new tricks, but friend they are so wrong. See you in Washington!

Affectionately,

Millie

(Mrs.) Mildred T. Rowland, Consultant
Mississippi Learning Resources System
Special Education Section

MTR:cmb

STATE of INDIANA
INDIANAPOLIS 46204

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
John J. Loughlin, Superintendent
ROOM 229 - STATE HOUSE
AREA CODE 317 - 633-6610

Robert J. Robertson, Consultant
Northern Regional Center
Division of Special Education
635 S. Main St.
South Bend, Indiana 46623

March 28, 1972

Miss Sue Ann Yovanovich
U. S. O. E.-MSU
Regional Instructional Material Center
For Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue:

Please forgive the delay in responding in writing regarding the leadership workshop held in January at Michigan State University. The workshop was tremendous. I feel that it has done a great deal to help me-not only in terms of planning and implementing in-service workshops, but also in my daily routine as a Regional consultant. The workshop was well planned. There was a great deal of involvement by all the participants and it was enjoyable. The staff of the Regional Instructional Materials Center are commended for a job well done.

Perhaps one of the greatest benefits I received from the workshop was the opportunity it presented me to interact and discuss similiar problems with the participants from other states, especially Ohio. Since the workshop, I have had contact with Tom Fisher, who has been especially helpful in providing our state with information about their financial reimbursement formula and the methodology they followed in securing adequate state funds for special education programs. Weston Orloff, from Mentor, Ohio, has also been helpful by providing me with specific information.

Looking at my long term contact and those items that I checked, my general response is that I have, in fact, done everything that I indicated I would do, excluding sending a copy of my next workshop evaluation form (I will do this in the forseeable future as we have a three day workshop planned for May 3, 4, and 5 coming up.

The workshop coordinating kit that you and Nancy designed for the motor perceptual training was recently utilized at a South Bend workshop and was reasonably successful. However, I had the feeling that the trainor utilizing the kit, tended to rush too much and that didn't allow appropriate time for the participants to complete the test.

If it would be possible for you to meet with me at sometime during the first three weeks in April to discuss an upcoming workshop, it would be appreciated. There are numerous things that I would like to discuss with you relative to its implementation.

I am looking forward to hearing from you.

Sincerely,

Robert J. Robertson

Robert J. Robertson
Consultant
Special Education

RJR/as

[illegible]: Please make a
Central file

CENTRAL OHIO SPECIAL EDUCATION PROGRAM PLANNING and MATERIAL CENTER

EHA-B

ERMA B. THOMAS, DIRECTOR
Instructional Resource Material Center
2100 Frank Road
Columbus, Ohio 43223
Phone 276-8401

FISCAL AGENT
South-Western City Schools

February 28, 1972

Regional Instructional Materials Center
For Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Lou and staff;

I wish to express my sincere thanks to you for a most informative and well planned two day in-service training conference. As I expressed to you while there, I feel that more of these kinds of training sessions are needed.

Looking forward to receiving answers to some of the requests which were made while in Lansing.

Again thanks.

Sincerely yours,

Erma B. Thomas
ma

Erma Thomas, Director
IRMC

ET/ma

ROBERT C. CARLSON, DIRECTOR
Central Ohio Program Planning Project
52 Sterling Street
Columbus, Ohio 43215
Phone : 463-9828

FISCAL AGENT
Franklin Co. Board of Education

THOM L. COOPER, DIRECTOR
Fairfield-Pickaway Program Planning Project
710 North Broad Street
Lancaster, Ohio 43130
Phone: 653-7119

FISCAL AGENT
Lancaster City Schools

SERVING HANDICAPPED CHILDREN IN DELAWARE, FAIRFIELD, FRANKLIN, LICKING, MADISON, PICKAWAY, UNION COUNTIES

ips EDUCATION
CENTER

Special Services Division

March 9, 1972

Miss Sue Yovanovich
USOE/MSU RIMC-HCY
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue:

Please convey my thanks to all who were involved in the February 14-15 workshop for the opportunity to be a participant. You've pulled off another smooth-running session which was packed with information and pointers in spite of the prearranged time schedule. In short, it was exactly what I had expected from you and the rest of the MSU RIMC staff.

One of the pleasant surprises which I had not necessarily expected was the contact I was able to establish with some of the IMC personnel in both Ohio and Michigan. Since I am not directly involved with these programs, I was unaware of the wealth of resources they themselves could be. Interaction with them provided not only the opportunity to discuss the processes involved in arranging teacher-training, but also the realization that many of them could serve in a consultant role on specific education problems. I am exploring with my school administration the possibility of contacting a couple of the Ohio coordinators in particular to serve in this capacity.

The list of teacher training kits has given me several ideas for sessions I would like to schedule. From that list, I would like to request initially Goals for Education ✓ (IW 4712) and Designing Criterion Measures (IW 4710).

3/13/72 OK ✓

Sincerely,

Dave Greenburg

David Greenburg, Consultant
Special Education Office

STATE of INDIANA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
JOHN J. LOUGHLIN

INDIANAPOLIS 46204

INSTRUCTION MATERIALS CENTER
Box 100, Butler University
4600 Sunset Avenue
Indianapolis, Indiana 46208
Phone (317) 633-5259

February 21, 1972

Miss Sue Ann Yovanovich
USOE/MSU RIMC - HCY
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue:

I want to thank you and the staff of the RIMC for the high-quality intensive workshop for in-service educators. The multiplier-effect of such workshops will assume that, eventually, all of Indiana's Special Educators will have the opportunity to attend workshops conducted by our newly defined core participants.

Also, Sue, I thought you might like to know that the workshop on "Selection and Use of Instructional Materials" has been replicated at Hammond and will be replicated several times at Ball State University by workshop participants.

Sincerely,

Paul Ash

Paul Ash, Coordinator
Instructional Materials Center

PA/md

NORTHEAST INDIANA
REGIONAL
INSTRUCTIONAL RESOURCE CENTER FOR HANDICAPPED CHILDREN & YOUTH

SAINT FRANCIS COLLEGE
2701 SPRING STREET
FORT WAYNE, INDIANA 46808
PHONE 432-3551, EXT. 208

February 21, 1972

Sue Ann Yovanovich, Field Consultant
and Coordinator of Human Resources for Dissemination
USOE/MSU Regional Instructional Materials Center
for Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

mailed
2/25

Dear Sue:

First of all I'd like to congratulate you and the rest of the staff on a really fine workshop. I know that all who attended felt it was very worth while.

Sue, I'll be conducting a workshop soon on instructional objectives and would like to borrow your kit that was shown at the workshop: Workshop Coordinator Kit - "Toward an Understanding of Instructional Objectives" by Ted Ward and S. Joseph Levine. I believe there are three or four parts to it. Could you send this as soon as possible?

[illegible]

Could you also send me eight copies of YOURS FOR A BETTER WORKSHOP by Ted & Joe?

7ta
ok

Thanks for your help.

Sincerely,

Bob

Robert E. Kritkausky, Coordinator
Instructional Resource Center

REK:kk

A Cooperative Program: Indiana Office of the State Supe uction, East Allen County Schools, Saint Francis College

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the [illegible]
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STATE of INDIANA
INDIANAPOLIS 46204

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
JOHN J. LOUGHLIN

GILBERT A. BLITON, DIRECTOR
DIVISION OF SPECIAL EDUCATION
ROOM 108-STATE OFFICE BLDG.
PHONE (317) 633-4763

March 14, 1972

Mrs. Lou Alonso, Director
Regional Instructional Materials Center
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Lou:

Thank you for your letter of March 2, 1972. I was pleased that we had several persons in attendance at the recent workshop. I would be happy to review the letters from the workshop participants if it is not an inconvenience. I will also be looking forward to seeing the evaluation when it is completed.

I am going to try to make it to Lincoln in April. Hope to see you there.

Sincerely,

Gil

Gilbert A. Bliton, Director
Division of Special Education

GAB:srm

Original

BEST COPY AVAILABLE

FARMINGTON PUBLIC SCHOOLS
23450 MIDDLEBELT ROAD
FARMINGTON, MICHIGAN 48024

THEODORE F. CUNIO
DIRECTOR SPECIAL EDUCATION

DOUGLAS H. SMITH
SUPERVISOR SPECIAL EDUCATION

FRED W. PARKER
CURRICULUM RESOURCE CONSULTANT

March 6, 1972

Miss Sue Ann Yovanovich
Field Consultant and Coordinator
of Human Resources for Dissemination
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue:

Upon reviewing the long term contract of the leadership workshop, which, by the way, I feel was an excellent idea, I came upon an item discussing a profile to define instructional needs. Although I did not check this item on the contract, I do feel it is an area I would like to explore further. With a total of seventy teachers on different levels with different disability areas, a survey form may not be effective. If you have any hints or suggestions, I would appreciate hearing from you.

Possibly some of our colleagues may have developed an adequate survey form of how best to determine these needs. I would like to have some survey material before school closes in June in order to spend the summer months planning for next year's in-service.

Once again, I felt the leadership workshop was a tremendous success. Thank you.

Sincerely,

Fred W. Parker

Fred W. Parker
Curriculum Resource Consultant

FWP/mjv

FARMINGTON PUBLIC SCHOOLS
23450 MIDDLEBELT ROAD
FARMINGTON, MICHIGAN 48024

THEODORE F. CUNIO
DIRECTOR SPECIAL EDUCATION

DOUGLAS H. SMITH
SUPERVISOR SPECIAL EDUCATION

FRED W. PARKER
CURRICULUM RESOURCE CONSULTANT

February 21, 1972

Mr. S. Joseph Levine
Regional Instructional Materials Center
for Handicapped Children and Youth
State Departments of Education
USOE/MSU
Michigan State University
213 Erickson Hall
East Lansing, Michigan 48823

Dear Joe:

Congratulations. The planning of the workshop was well done. The physical structure of the University Inn Motel worked well to keep the participants tuned in on the purpose of the workshop. I, for one, really enjoyed contacting the out of state group and feel that we should repeat such a combined workshop again. It was beneficial for me to meet people doing the same kind of work in different situations.

I was particularly interested in the instructional game - INSTRUCTIONAL STRATEGIES - and hope to implement it with the Special Education staff here in Farmington. Since I'm new at this teacher training role and hope to plan effective future workshops, the planning kit for planning workshops seems to be a valuable tool. I can see how useful it will be in designing the overall workshops. I felt the contract idea was a valuable one for me to adapt since it makes the participant responsible for his own involvement in the activities. The long-term contract is an excellent device to implement a commitment which will effect change.

The evaluating portion of the February workshop was a helpful model to me. In order to have meaningful closure to a workshop, the contract and long-term contract ideas are excellent and I hope to use them both. Since my background in leadership and teacher training is weak, I was most appreciative of the reading list hand-out on Tuesday.

I really enjoyed the two-day session and feel it deserves a repeat performance including the out-state folks. Possibly next year.

Sincerely,

Fred

Fred W. Parker
Curriculum Resource Consultant

FWP/mjv

State of Mississippi
DEPARTMENT OF EDUCATION
G. H. JOHNSTON, SUPERINTENDENT

DIVISION OF INSTRUCTION
JOE E. HOLLOWAY, Director
P. O. Box 771
JACKSON, MISS. 39205

February 23, 1972

Dr. Joe Levine and Dr. Ted Ward
USOE - MSU
Regional Instructional Materials Center for
Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Joe and Ted:

You and your co-workers and staff at the IMC Center are to be commended for the excellent teacher-trainer workshop you conducted on February 14 and 15. I have attended many workshops over the years and I can state without reservation that this was one of the best learning experiences I have been privileged to participate in. The material you presented is pertinent and useable and I shall put it to practical use here in the state of Mississippi. I am in your debt.

As I stated in my contract, I will keep in touch with you regarding the progress I am making with the workshops and use of your materials here in Mississippi. Any adaptations or modifications that I use in this state I will forward to you for your information.

I am most impressed with your guidelines for the leader of in-service education, YOU ARE . . . I can say sincerely that you have covered every base. It is one of the most comprehensive guidelines I have seen to date, and I think others in the field will view at in the same manner. It is nice to know such talented people.

I am enclosing a copy of our remediation workbook that was developed out of our Developmentally Delayed Workshop for your perusal. We will be field testing this product for one year in the classrooms using thirty-five teachers employed in different sections in the state. At the end of the year we will compile the corrections and additions and hopefully put this into production. We think we have covered all bases, but you never know.

Thank you for including me in your workshop. The people that you are working with in your three state area are excellent, and it was a very stimulating experience. I am looking forward to working with you in the future.

Sincerely yours,

(Mrs.) Mildred T. Rowland, Consultant
Special Education Section
Mississippi Learning Resources System

MTR:cmb

Enclosure

#1 of 2

IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request received from: Mich. Div. of Sp. Ed. - Jane Walline

Analysis of request by: Levine & Ward

Plan designed by: Levine & Ward

Who are the trainees? Curriculum Resource Consultants

How many? 30

What is the mission? To prepare participants to conduct in-service training with teachers (train participants in use of 12 training kits)

Time available? 1 week

Date: June 14-18, 1971

Location: East Lansing, Michigan

What objectives can be achieved? Play roles of participant and leader of in-service education experiences. Develop skills of leadership and an understanding of the affective aspects of the leader's role.

What instructional materials? Eleven in-service education kits including one kit leading to independent design of in-service education workshop experience.

What procedures? 5 days of intense involvement, preparing to present experiences to one another in simulation of in-service workshops.

What evaluation? Prepared written form to assess participant preferences. Also, provide opportunity for feedback re: participants' perception of achieved objectives.

9/71

#1 of 2

IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Mich. Dept. of Education - Jane Walline

Date: June 14-18, 1971

Location: University Inn, East Lansing

Analysis of in-service program by: Yovanovich

Who were the trainees? Prospective Curriculum Resource Consultants

How many? 30

What was the mission? To prepare participants to conduct in-service training with teachers (train participants in use of 12 training kits)

Amount of time used: 1 week (see attached program)

What objectives were achieved? Played roles of participant and leader of in-service education experiences. Developed skills of leadership and an understanding of the affective aspects of the leader's role.

How were these objectives measured? Written evaluation; tape recording of discussion on "How to Conduct a Workshop"

What existing instructional materials were used?

What materials were specially-designed? Tape for "Yours for a Better Workshop" 11 kits (see attached)

Comments: Verbal feedback of participants indicated that they felt they had developed self-confidence and expertise in conducting workshops and as a result of the week's training, felt more secure in their role as an in-service educator.

9/71
SAY

SPECIAL STUDY INSTITUTE
"In-Service Techniques & Methods for Curriculum Resource Consultants"
June 14-18, 1971

INSTITUTE EVALUATION

The following evaluation is designed to provide us feedback regarding your reactions to this Institute. The results of this evaluation will assist us in planning future Institutes of this nature. (Please be candid in your remarks.)

1) Please rate each of the training kits in terms of their INTEREST to you. Check the appropriate blank after each title.

	Very Interesting	Interesting	Not Interesting
1. Designing an Instructional Game	23	6	
2. Defining Objectives for the Teaching of Concepts	7	17	5
3. Designing Criterion Measures	18	11	
4. Learners' Approaches to Learning	17	11	1
5. Goals for Education	22	6	1
6. Designing Objective-Oriented Instruction	19	10	
7. Focus on Feedback	17	10	1
8. Building a Perceptual-Motor Experience	5	21	3

2) a. How much did you know about in-service training procedures prior to this Institute? Check the appropriate blank.

2	Considerable Amount
10	Moderate Amount
13	Small Amount
4	Nothing

b. How much do you feel you now know about in-service training procedures? Check the appropriate blank.

19 Considerable Amount
10 Moderate Amount
____ Small Amount
____ Nothing

3) Have you conducted in-service training workshops prior to the Institute?

15 Yes 14 No

If yes, did the Institute assist in clarifying workshop procedures?

15 Yes 1 No

4) When you return to your own locality you will be expected to offer in-service training to teachers. How comfortable do you feel about carrying out that training?

7 Very Comfortable
22 Comfortable
____ Not Comfortable

Comments:

5) a. What training kit did you lead? 18

b. What training kit did you co-lead? 12

c. What training kit did you evaluate? 18

6) Would you please write a short statement regarding what you feel were the objectives that we had for this Institute. (Complete sentences are not necessary--an outline, short sentences, statements, etc. are sufficient.)

7) Please rate each of the training kits in terms of their IMPORTANCE to the teachers you work with. Check the appropriate blank after each activity.

	Very Important	Important	Not Important
1. Designing an Instructional Game	19	10	
2. Defining Objectives for the Teaching of Concepts	21	7	1
3. Designing Criterion Measures	20	9	
4. Learners' Approaches to Learning	23	6	
5. Goals for Education	22	7	
6. Designing Objective-Oriented Instruction	25	4	
7. Focus on Feedback	19	10	
8. Building a Perceptual-Motor Experience	11	14	4

8) General Comments:

Responses to Question Four

Question: When you return to your own locality, you will be expected to offer in-service training to teachers. How comfortable do you feel about carrying out that training?

VERY COMFORTABLE

7

COMFORTABLE

22

"I have a better idea of organization and the direction of specific goals which must be developed."

NOT COMFORTABLE

0

Responses to Question Six

Question: Would you please write a short statement regarding what you feel were the objectives that we had for this institute. (Complete sentences are not necessary--an outline, short sentences, statements, etc. are sufficient.)

The main objective that I see is preparing for workshops by learning various in-service training procedures. The 8 kits did a good job in setting the stage for this institute. A little social life was also acquired through "Great Western" and "Jim and Jean." Thanks for a busy, helpful, enjoyable week.

1. Planning
2. Organization
3. Flexibility
4. Frustration

The process by which one can teach a group the various processes, methods, materials needed to improve instruction.

1. How to conduct a workshop
2. Help trainees feel comfortable in conducting workshops
3. Development of kits through process procedures using products

To prepare selected persons to conduct workshops
Define your goals and objectives of teaching in meaningful way
Leadership experiences
Organization
Methods or techniques of group conduct
People working with people who work with younger people

To understand process of:
   1. Developing kits
   2. Developing concepts with concrete examples
   3. How to work successfully with groups
   4. Getting output with teachers

To actively participate in and observe the process of conducting in-service workshops

The objectives were to:
1. Give participants a better understanding of the mechanics of preparing an in-service training meeting
2. Give participants an experience in conducting such a meeting so that they could be more comfortable as well as competent

--Necessity for good structuring ahead of a workshop
--Responsibilities of leadership in same
--Need for evaluation to see if objectives of workshop were reached

1. Refine the writing of goals and objectives
2. Demonstrate the participant involvement in a workshop
3. Give practical experience in the conducting of a workshop
4. Have participants design and use a workshop

--Preparing, structure, informal views, of a workshop
--Interaction, leadership tips, do by experience
--Improve one's own teaching techniques

1. Understand and try to use techniques of the kits
2. Understand process rather than outcomes

--To prepare this group to assume CRC role in their local area. Methods, techniques, modes, do's - don't's - provide experiences and develop some skills in teaching teachers.

--Show a variety of methods in handling sessions/problems that may occur and techniques we could use to keep session along line of objectives
--Provide basic materials with which to begin with

Need for: objectives, planning, skills, good evaluation, in any leadership role

To indoctrinate us with the fundamentals of good leadership practices and policies, to expose us to some actual practice and application and an experience in structuring some worthwhile project(s) for presentation.

Training procedures for during workshops
Awareness of need for planning and awareness of objectives
Experience with kits and learning by doing and sharing experiences
Self-evaluation of own goals, methods, etc.

I feel the primary objective was for participants to become familiar with the processes involved in training programs.
Skills in evaluation techniques, feedback utilization and goals emphasis were sharpened. I believe I am better able to critically evaluate and better prepared to lead workshops.

--To provide us with knowledge on how to develop workshops and carry-out workshops
--To provide us with kits or knowledge which teachers have a general lack of
--To develop people to fill the CRC role

Training of teachers in the proper methods of in-service education
Proper methods in conducting effective workshops

--Emphasis for process-thinking through the process involved to reach an objective
--Help us to be more effective in working with others
--Help us become more aware of the reactions of others while we are in a leadership role

A) Being exposed to procedures in presenting an inservice training session
B) Being shown our own weaknesses and strengths by actually taking a leadership role
C) Having concrete materials with which we can use in our home areas
D) A brief exposure to how we can plan and devise our own materials

Having people work in activity groups. They were to reach their own ideas of various concepts in education. We saw the pitfalls of leading a group and gaining help in knowing how to do this with the least blunders. The concept is the important thing--not the activity. We were being trained to hold institutes, as well as innovative creators of activities to be given in helping the teacher (learn how to work out a prescription when there is a need.)

--For us to experience leadership role and problems that would be encountered conducting workshops
--Different aspects that should be considered in planning workshops

1. To prepare a group of people to structure and conduct training experiences for others.
2. To demonstrate the effectiveness of utilizing activities to reach objectives, Involvement vs. Passivity.
3. To structure a learning situation in which all participants must contribute. We had to act!

1. To help the curriculum resource consultant become skillful in helping teachers to use their creative techniques in designing, producing and evaluating instructional materials and techniques.
2. To clarify the realization of teaching goals and objectives
3. To help CRC's to help teachers to more clearly plan educational goals and objectives to meet specific pupil needs.
4. To help CRC's to make workshop procedures more effective in actively involving people in in-service workshops--to help them do and not just be done for, such as passing out lists, carting materials to them, etc.
5. To help us to realize our needs for improvement of our leadership skills (CRC's).
6. To motivate us to plan workshops (CRC's)

--Clarify our way of thinking
--To prepare us to teach teachers
--To be aware of needs of those with whom we will be dealing
--To be certain we ourselves are familiar of terms--correct definition to avoid confusion--goals; concepts; objectives.

1. Exposure to variety of approaches useful in planning and carrying out a workshop (observations of leaders)
2. Experience in using kits as a tool in workshops--becoming familiar with structure
3. Experience in playing roles--opportunity to react to these roles
4. Opportunity to plan and have evaluated some of our own ideas (kit 12)
5. Exposure to experiences that would help us understand how we affect children in a classroom situation.

--Realization of planning necessary
--Self-evaluation
--Participation
--Methods of leadership
--Adaptability and flexibility

Responses to Question Eight

Question: General Comments

--Despite the pressure of the week, I felt that the workshop was well prepared and extremely valuable to me. Looking back I can see the value of what we have covered but there was some negative feedback on the part of a leader that developed an attitude of rebellion which may have gotten in the way in terms of wanting to participate.

--I need time to assimilate all the impressions and experiences. It has been a stimulating week--very practical. I admire and appreciate all the work that went into planning and putting on the workshops.

--More clearly defined perspective role of CRC.
--Tremendous amount of information presented in short period of time
--A most profitable workshop--well planned-structured
--One that has not been complete but had stimulated us to continue and digest information we have received

--The whole workshop was a very important experience for me. I am highly motivated to go back home and become more involved with helping my teachers to help children.
--My growth in leadership skills will be promoted because of this workshop!
--This workshop will help me also in the leadership of parents, civic leadership, etc.

1. I have never had to "put out" so much, nor have ever derived as much;
2. Perhaps the ineffectiveness of some of the kits to "turn me on" was not due to the kit as much as due to the ineffectiveness of presentation;
3. I would hope to be fractionally as effective as Ward & Levine and I would be doing a good job.

--In another institute perhaps looking at the time schedule would be beneficial in terms of the last day perhaps winding it up by noon instead of afternoon.

We worked very hard, but it was just the way I wanted it. Why put in this time if we weren't going to gain. I surely did!

This is no doubt the busiest workshop I ever attended, but probably the most productive. I felt the materials presented were pertinent and will be useful in the coming year.

Excellent!
Well planned
Interesting
Not idealistic
Outstanding leadership staff

--One of the most valuable contributions of this workshop has been the clearer definition of the roles that a leader assumes.
--Awareness of the roles and of some basic interaction processes that occur within the group setting has been most valuable.

Well-planned, interesting, stimulating and worthwhile experience.

Feeling that some kits are more useful than others--or more practical--or easier to use. I feel that I can utilize the basic kit but revise it for better use with other teachers. All had value, but not equal value as far as implementation with the regular run of teachers

We needed to have some of the pressure relieved on Wednesday. It took too long to get pulled back together.
One of the best planned institutes I have ever attended. I am going away with a great deal of knowledge/material that I am eager to try.

Excellent workshop for me for a variety of reasons. I needed to have ideas/concepts refreshed before entering my new job in the Fall.

I'm new to this area--shy, withdrawn, etc. I feel I gained experience, practice in the mechanics of the techniques and an opportunity to compare my personality and skills with others who will do or have done this kind of activity. I feel comfortable now in making a start in my school district.

1. Please try to keep the evening free from any planned structure.
2. I liked the structure in this institute as others did not seem to be as smoothly run.
3. Good job.

I do appreciate the planning that [illegible] into the workshop. Most of the kits I can use.

It's been a good week--busy, but informative.

I thought this was an extremely valuable and practical workshop--I appreciated the structure and feel I am going home with a great deal more ability to lead inservice and that's what I came for!

I think this workshop was exceptionally well planned and the leaders were very effective in holding the group to the purposes for which the workshop had been planned. A good example to follow.

Ted and Joe, your idea to use a tape to brief us on the institute was clever. It made me more aware of the many uses of the tape recorder. The kits, in my opinion, were well-written--it was easy for the leaders to follow the intended purpose.

One of the best workshops I have ever attended.

--Extremely valuable institute
--Kit 12--not particularly worthwhile
--Could have used a break mid-week
--Would definitely rate overall effectiveness of weeks work as HIGH!

--This has been an excellent workshop. It was well-planned and organized. Participants were involved to the degree that they did not become bored. The most important aspect of the Institute is that we now have some knowledge in the development of workshop kits and that we have specific kits with which to conduct in-service training.

1) Staff tend to get into ruts, and some would change if given the right motivation.
2) Part of our staff are para-professionals--are in need of all the help they can get.

This was my first institute which is probably why I feel I got so much from the experience. I feel although you worked our tails off, it was so well structured I really felt like actively participating in each session. Your parties were great.

SPECIAL STUDY INSTITUTE

"Resources For Effective Teaching"

June 14-18, 1971
East Lansing, Michigan

Participants

Mr. Russel L. Andreotti
Mrs. Blanche G. Benwire
Mrs. Evelyn L. Burde
Mr. Charles Crowley
Mrs. Mary Lou Durbin
Mrs. Beverley J. Farr
Mrs. Janet Fortenbacher
Mrs. Margaret C. Goldthorpe
Mrs. Olive Hansen
Mrs. Eleanor D. Haroldson
Mr. Robert Hemming
Mr. William S. Jones
Mrs. Linda L. Kalin
Mr. Norman R. MacDonald
Mrs. Lois Marcy
Mrs. Ruth McGregor
Mr. Roy A. Montroy
Mr. Fred W. Parker
Mrs. Florence E. Patrick
Mrs. Geneva Reid
Mrs. Mary Ann Sund
Mrs. Peggy S. Tenney
Mr. James M. VanTassel
Mrs. Patricia Vivio
Mrs. Gail Wiemer
Mr. Lyle Williams
Mr. Larry C. Wilson
Mrs. Elizabeth Wing
Mr. John Peter Zsolczai

#2 of 2

IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request received from: Mich. Special Ed. Div. - Jane Walline

Analysis of request by: Ward

Plan designed by: Levine & Ward

Who are the trainees? Curriculum Resource Consultants

How many? 30

What is the mission? Follow-up session to June, 1971 Institute

Time available? 1 day - 10:00 am to 3:00 pm.

Date: Oct. 29, 1971

Location: East Lansing, Michigan

What objectives can be achieved? Identify and describe problems in role of Curriculum Resource Consultant. Propose solutions (from experience) for one another's problems.

What instructional materials? New instructional game: "Problems & Hints" New booklet: "Yours for a Better Workshop"

What procedures? Sharing and proposing solutions; examining new booklet; culmination in group-work reports as tape-recorded suggestions for a training tape to supplement the booklet.

What evaluation? Assess amount of involvement in anticipated role of Curriculum Resource Consultant, in terms of numbers of workshops held and number of teachers affected.

9/71

#2 of 2

IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Mich. Sp. Ed. Div. - Jane Walline

Date: 10/29/71

Location: Union Building, MSU, E. Lansing

Analysis of in-service program by: Yovanovich

Who were the trainees? Curriculum Resource Consultants

How many? 30

What was the mission? Follow-up session to June 1971 workshop.

Amount of time used: 1 day - 10 am to 3 pm

What objectives were achieved? Identified and described problems in role of Curriculum Resource Consultant. Proposed solutions (from experience) for one another's problems.

How were these objectives measured? Written evaluation; tape recording of reactions; discussion

What existing instructional materials were used? Booklet compiled from tape made at June workshop - "Yours for a Better Workshop"

What materials were specially-designed? "Problems & Hints"

Comments: See attached follow-up evaluation summary.

9/71
SAY

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
* CHILDREN
AND YOUTH

213 Erickson Hall, Michigan State University, East Lansing, Michigan 48823
Cooperating with state departments of Education of Michigan, Indiana, Ohio

EVALUATION

Curriculum Resource Consultant
Summer Institute 1971

Follow-Up Meeting October 29, 1971

Participants in the 1971 Curriculum Resource Consultant Summer Institute were asked to respond to questions prepared by the Michigan State University Instructional Materials Center for Handicapped Children and Youth. The responses were tabulated during a follow-up workshop held at the MSU Union Building on October 29. The information contained in this report then, was based on approximately eight weeks of work in the jobs these people presently are holding. Of the 30 participants in the Summer Institute, a total of 21 responses were received.

Summarized information is as follows:

1. 15 of 21 persons had conducted one or more in-service training programs. A total of 31 in-service training programs were conducted by these 15 persons since attending the summer institute.

   These [illegible]1 in-service training programs were attended by approximately 885 people. The breakdown is as follows:

Special Education teachers:	461
Regular teachers:	241
Parents:	57
Para-professionals:	76
University students:	35
Student teachers:	12
Administrators:	3

2. 20 of 21 had discussed with their administrators how they might function in the area of in-service training in their district or area.

3. In response to the question: "Which kits do you feel will work the best?", five persons did not respond; therefore, the following rank order is based on responses from 16 persons. The number of responses and the percentage of responses relating to any one kit are given also. Each of these kits is a self-contained teacher-training workshop kit.

   1. Kit #1: Designing An Instructional Game (10 responses = 20.4%)

   2. Kit #5: Goals For Education (8 responses = 16.3%)

   3. Kit #2: Defining Objectives For The Teaching Of Concepts (7 responses = 14.3%)

   4. Kit #6: Designing Objectives-Oriented Instruction (6 responses = 12.2%)

      Kit #8: Building a Perceptual-Motor Experience (6 responses = 12.2%)

   5. Kit #7: Focus on Feedback (5 responses = 10.2%)

   6. Kit #4: Learners Approaches to Learning (4 responses = 8.2%)

   7. Kit #3: Designing Criterion Measures (3 responses = 6.12%)

   The participants were presented with a total of eight different kits and all of these were selected at some level of "working best." Since no single kit received a great percentage of the responses, it is assumed that the selection of the kits met the different needs of the participants.

4. Nineteen persons answered the questions about their present employment:

   3 indicated they are currently employed as a CRC.

   5 indicated they are NOT currently employed as a CRC, (2 expect to be, and 3"would like" to be).

   8 indicated they did not plan on becoming a CRC, but do expect to conduct at least 3 in-service training programs each year.

   1 indicated no plans for becoming involved in conducting in-service training programs.

   2 indicated by question marks that they were not sure where they catagorically "fit."

5. In discussing the three most VALUABLE aspects of the institute, the comments have been broken down into four general areas: participative experiences; delivery system; affective components; follow-up.

   A. The one valuable aspect mentioned most often (i.e., 21 times by those responding) related to how those attending the institute viewed themselves as participants. Their comments pertained to on-going daily active involvement during the institute; the chance to individually plan and present a kit; and the utilization of workshop techniques.

      Closely associated were positive comments pertaining to feedback sessions, including discussions both on the group experience itself and on individual presentations. (Four comments related to this.)

   B. The aspect mentioned second most often was how those responding viewed the delivery system including organization and institute staff. Nine comments appreciated the availability of the kits themselves and an additional six comments highlighted the effective aspects of the Institute itself (i.e. planning and preparation, pacing, achievement of goals, and leadership techniques.)

   C. The third valuable aspect centered around affective components: Participants felt that it was valuable to meet others with similar concerns, to have had experiences that assisted in building self-confidence and to be motivated in what they were doing.

6. The last statement: "I would like to see the following areas of focus for another summer institute", was handled primarily during a discussion period at the follow-up meeting.

On the reaction form, six of the respondents had indicated that they would like to see more kits developed as one area of focus. The majority of the remaining suggestions for areas of focus pertained to content areas (such as junior-senior high, behavior modification, etc.). The institute staff did an on-the-spot tabulation of these suggestions and grouped them. (As listed on the following page.) The participants were then asked to vote for the three topic areas of most concern for which they would like to see kits developed.

	AREA OF CONCERN	NUMBER OF VOTES
1.	Identification and remediation of specific learning disabilities	15
2.	Classroom and pupil -- group management and dynamics	14
3.	Models for organization of individualized instruction	11
4.	Procedures for the "regular" classroom teacher ~~of~~ a handicapped child	10
5.	Motivation techniques	6
6.	Problems in teaching reading	2
7.	Problems related to Junior-Senior High	
	--academic discrepancies	0*
	--behavioral discrepancies	3

*Although mentioned as an area of concern on the reaction form, this area received no votes, therefore, could be considered low priority.

Nine of the respondents mentioned in various ways that they would like to see the focus on specific group management techniques, with participants becoming more skilled in various strategies of leadership techniques. (Suggested strategies: sensitivity training, soft and hard sell approaches, group dynamics, Taba strategies, changing attitudes, motivational methods). During the discussion period, it appeared that most participants agreed this should be another focus.

Two persons mentioned that more discussion time during an institute would be helpful--especially if there were fewer kits.

A few comments relating to "more kit 12" (the kit the participants themselves designed, produced, presented and evaluated) were felt to indicate a desire for more practice.

The discussion period brought forth the suggestion that it would be helpful to have training in techniques of how to adapt materials and strategies for all types of handicapped children in special and regular classrooms. It was felt that such expertise might then be shared with the classroom teacher of the handicapped child.

NAC: rh

REACTION FORM

1) Have you conducted an in-service training program since the summer Institute?

_____Yes _____No

If yes, how many? (Circle) 1 2 3 4 5

2) Have you discussed with your administrator(s) the part you might play in in-service training for special education teachers in your district or area?

_____Yes _____No

3) Which kits do you feel will work the best?

1. ________________________
2. ________________________
3. ________________________

4) Please check the most appropriate blanks .

_____I am currently employed as a CRC.
_____I am NOT currently employed as a CRC, but expect to be in the near future.
_____I do not play on becoming a CRC, but expect to conduct at least 3 in-service training programs each year.
_____I do not plan on becoming involved with conducting in-service training programs.

5) The three most valuable aspects of the summer Institute were:

1.
2.
3.

6) I would like to see the following areas of focus for another summer Institute:

1.
2.
3.

IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request received from: Indiana Div. of Spec. Ed. - Paul Ash

Analysis of request by: Yovanovich

Plan designed by: Levine and Ward

Who are the trainees? Spec. Ed. Directors (or appointed supervisor); University Personnel; State Dept. Consultants

How many? 60

What is the mission? orientation session for series of 3 in-service training sessions

Time available? 2 hours

Location: Indianapolis, Indiana

Date: Oct. 27, 1971

What objectives can be achieved? (1) To introduce prospective trainers to role & responsibility of an in-service trainer of teachers; (2) to develop an awareness of problems which may be encountered.

What instructional materials?

New Instructional Game - "Problems and Hints"

What procedures? Paul Ash, state IMC Coor., will discuss participants' future responsibility; conduct "Problems & Hints" and discuss purposes of future workshops and roles of Indiana teacher-trainers.

What evaluation? Assess amount of involvement in anticipated role of teacher-trainer, in terms of workshops held and number of teachers affected (Written evaluation to be done 2 months after completion of series)

9/71

#1 of 4

IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Indiana Div. of Spec. Ed. - Paul Ash

Date: 10/27/71

Location: Indianapolis, Ind.

Analysis of in-service program by: Sue Ann Yovanovich

Who were the trainees? Special Ed. Directors (or appointed supervisors), State Dept. regional consultants

How many? 27

What was the mission? Orientation session for series of 3 in-service training sessions

Amount of time used: 2 hours

What objectives were achieved? (1) Introduced prospective trainers to role & responsibility of an in-service trainer of teachers; (2) developed an awareness of problems which may be encountered

How were these objectives measured? Through discussion and use of "Problems & Hints"

What existing instructional materials were used? -

What materials were specially-designed? "Problems & Hints"

Comments: Was very successful in that it stimulated interaction & discussion among participants; verbal feedback indicated that participants, at end of session, felt more self-confident in their role as a teacher-trainer.

9/71
SAY

STATE of INDIANA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
JOHN J. LOUGHLIN

INDIANAPOLIS 46204

INSTRUCTION MATERIALS CENTER
Box 100, Butler University
4600 Sunset Avenue
Indianapolis, Indiana 46208
Phone (317) 633-5259

Dear Sil,

This is a copy of the letter we are sending to the Orientation Participants. In addition, I am notifying personnell of Southern Indiana School Corps. of the Nov. 17 workshop. Will talk to you tomorrow.

Sincerely, Paul

I hope you found the Pre-Workshop Orientation of October 27, 1971 an informative introduction to the future workshops.

The next meeting will be on November 17, 1971 at 511 4th Street, Huntingburg, Indiana. This meeting, on Design and Use of Instructional Objectives, will begin at 9:30 a.m. and end approximately 4:30 p.m. You may wish to send a fellow member of your staff should you be unable to attend this meeting.

PARTICIPANTS OF THE PRE-WORKSHOP ORIENTATION

NAME	SCHOOL CORPORATION	CITY
Joan Beghtel	Wabash Miami Program	Wabash
Valeria DeLaughter	Manchester Comm. Schls.	North Manchester
Glen Taylor	D.P.I.	Huntington
Ron Schepp	D.P.I.	Indianapolis
James R. Alley	Elwood-Tipton	Elwood
Paul F. Hooker, Jr.	South Bend	South Bend
Bob Kritkausky	I.R.C.	Fort Wayne
Josephine K. Mosby	Diagnostic Teach. Center	Indianapolis
William Kruzan	Huntington Co.Comm.Schls.	Huntington
Mary Kelly	Indpls. Public Schls.	Indianapolis
Vera Pitts	Shelbyville	Shelbyville
Laura Doeden	Marshall-Starke Service	Plymouth
Donna Palacios	Goshen Comm. Schools	Goshen
John Robinson	Bloomington	Bloomington
Jerry Keener	Bloomington	Bloomington
Bob Robertson	D.P.I.	South Bend
Carol Weller	I.R.C.	Fort Wayne
Jack Cripe	Warsaw Public Schls.	Warsaw
Harold W. Wallace	Muncie Comm. Schools	Muncie
Ben Morgan	Indianapolis	Indianapolis
Dave Greenburg	Indianapolis	Indianapolis
Mike Haley	Logansport	Logansport
Beulah Canfield	Barthol.Cons.Schl.Corp.	Columbus
Beverly V. Wart	Barthol.Cons.Schl.Corp.	Columbus
Paul Ash	D.P.I.	Indianapolis
Gayle Worth	New Castle	New Castle
Jeanne Tibble	Hammond	Hammond

Please contact me if you have questions concerning the future workshops.

Sincerely,

Paul Ash, Coordinator
Instructional Materials Center

PA/md

#4 of 4

IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request received from: Indiana Div. of Spec. Ed. - Paul Ash

Analysis of request by: Yovanovich

Plan designed by: Levine, Ward & Carlson

Who are the trainees? Sp. Ed. Directors (or appointed supervisors); University Personnel; State Dept. Consultants

How many? 60

What is the mission? To train participants in use of in-service Series #VII - "Selection & Use of Commercially-Available Materials"

Time available? 1 day - 8:30 am to 4:30 pm

Date: Jan. 19, 1972

Location: Indianapolis, Indiana

What objectives can be achieved? To develop an understanding of the criteria needed to evaluate instructional materials. To be able to relate information about selected assessment procedures to other teachers.

What instructional materials? 1. Evaluation Game (Activity); 2. Slide Presentation (Commercially available measuring devices); 3. Issues and Answers (Activity); 4. Teachers & Teaching (Activity)

What procedures? Large group presentation and small group activities.

What evaluation? Written evaluation, participant reaction to activities and reaction to Indiana "series" of training sessions.

9/71

#4 of 4

IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Indiana Div. of Spec. Ed. - Paul Ash

Date: 1/19/72

Location: Indianapolis, Indiana

Analysis of in-service program by: Yovanovich

Who were the trainees? Special Ed. Directors (or appointed supervisors); University personnel; State Dept. regional consultants

How many? 27

What was the mission? To train participants in use of in-service Series #VII - "Selection & Use of Commercially-Available Materials"

Amount of time used: 1 day - 9:30 am to 3:30 pm

What objectives were achieved? Developed an understanding of the criteria needed to evaluate instructional materials, and ability to relate information about selected assessment procedures to other teachers.

How were these objectives measured? Written evaluation; tape-recording of discussion; pictures

What existing instructional materials were used?

#1 Evaluation Game

What materials were specially-designed? #2 - Slide Presentation (Commercially Available Measuring Devices); #3 Issues and Answers

Comments: Didn't use last activity ("Teachers and Teaching") - many participants left after lunch and others kept drifting away.

9/71
SAY

January 19, 1972
Indianapolis, Indiana

IN-SERVICE WORKSHOP EVALUATION
"Selection and Evaluation of Commercially Available Materials"

This evaluation is designed to provide the workshop staff with feedback regarding your reactions to this workshop. The results will assist us in planning future in-service activities.

BEST COPY AVAILABLE

1. Please rate each of the activities in terms of its INTEREST to you. Check the appropriate blank after each activity.

	Very Interesting	Interesting	Not Interesting
A. Evaluation Game	14	4	0
B. Commercially Available Measuring Devices	9	9	0
C. Questions and Issues	6	9	2
D. Teachers and Teaching			

2. What has each of today's training kits meant for you. Be specific.

   A. Evaluation Game

   (See attached sheet)

   B. Commercially Available Measuring Devices

   (See attached sheet)

   C. Questions and Issues

   (See attached sheet)

   D. Teachers and Teaching

3. Which of the training kits has the most value for our use in in-service training?

   A. Evaluation Game - 8
   B. Commercially Available Measuring Devices - 5
   C. Questions and Issues - 4

4. The two most valuable aspects of today's session are:

   (See attached sheet)

5. Please rate each of the activities in terms of its IMPORTANCE to you.

	Very Important	Important	Not Important
A. Evaluation Game	12	5	0
B. Commercially Available Measuring Devices	10	6	1
C. Questions and Issues	5	11	1
D. Teachers and Teaching			

2. What has each to today's training kits meant for you. Be specific.

A. Evaluation Game

Forced deeper thinking about materials, their uses and criteria necessary to consider prior to purchase

I liked it - good to use in In-service

Valuable for use with teachers in in-service programs

Not setting up prior likes or reasons for liking

I liked it. Good! I will use this one. It has and will help.

Plan to use.

More insight to the pertinent questions to be asked.

Provided an insight for future purchases and recommendations to other teachers

Never realized how well general guides could be applied to a wide variety of materials

Insight into materials evaluation - might be omitted if short of time

Opened avenues of thought with the knowledge of other ideas to be presented to a training group

More positive evaluative techniques

Points out need for systematic sound approach

Gave new ideas as to evaluation and selection of materials

Make me more aware of importance of close selection

B. Commercially Available Measuring Devices

I'm glad to have knowledge of these materials. I teach EMR-1 and think the Bercy might serve as an instructional guide.

Brought me up to date on these devices

Fortifies our concerns about tests

Examples of available items - need to let teacher diagnose and not rely on psychologist

Very little - but mainly because I am presently using each of the device presented and have been "pushing" them for some time

2. B. (Continued)

Solid useful information

I was unfamiliar with a couple of the tests and think they would be valuable

A chance to "see the real thing" and hear others opinions on them

I was interested especially as a teacher wanting more knowledge on materials for predictive measurement

Plan to use

Interesting, but I had the information already.

Idea for use of para-professionals assigned to teachers for assessment

Liked the presentation

I was familiar with all but one - found that of interest - worth repeating

C. Questions and Issues

As a participant in the experiment I got less from this, I think, than had I been a spectator - although I did enjoy my role.

Good

Valuable for use with teachers in in-service program - am revising in-service program for next week

It was more fun for the center group than for me. It lacked in part the active participation and I did not feel that new information was gained as in a lecture. Although I realize the "live-presentation" was necessary I have to be honest. It soured the rest of the activity.

Will need to modify - a separate session

Good although sometimes couldn't hear nor see.

Some guides are necessary particularly for effective use of time

The questions (criteria) are most helpful and could be sent to teachers considering materials selection if they had no opportunity to attend a workshop.

Nothing

Adoption---need for more specific analysis to make final decisions

Not of value

Little value

4. The two most valuable aspects of today's session were:

Evaluation Game - 5 responses

Commercially Available Measuring Devices - 3 responses

Questions and Issues - 1 response

Interaction and feelings of all

Awareness of group needs versus self.

Group brainstorming, "judging" evaluating materials

Working with tangible objectives which in turn can be used later with other groups.

Criteria sheet

Becoming familiar with tests; guides for evaluation, etc. of materials

Group discussions

Available materials and tests, ways of selecting

Reinforcing, providing an approach

Information gained, sharing ideas

Techniques and kits

The specific helps and suggestions for giving workshops

Self-evaluation in adoption of materials and hopefully, can be of better assistance to teachers

To get together and stimulate thinking concerning material and its evaluation

Suggestions for format of our in-service here and the evaluation of specific materials

6. I have attended the following training sessions:

10 Indianapolis, Oct. 27, 1971 - "Problems and Hints"
2 Huntingburg, Nov. 17, 1971 - "Design and Use of Instructional Objectives"
6 South Bend, Dec. 15, 1971 - "Toward an Understanding of Perceptual-Motor Programs"
16 Indianapolis, Jan. 19, 1972 - "Selection and Evaluation of Commercially Available Materials"

7. As a teacher-trainer in Indiana, you will be expected to conduct in-service training with teachers in your local area.

As a result of the training sessions I've attended, I am better prepared to conduct in-service training with teachers.

16 Yes   1 ?   0 No

8. The training kits presented during the training sessions are self-explanatory and easy to use.

14 Yes   2 ?   0 No

9. I have used the following workshop kits in conducting in-service training:

2 Instructional Objectives
5 Perceptual-Motor Activities

10. Since the initiation of this series of four training sessions, I have held in-service training programs for 374 (total enrollment) people.

Show # of each type
316 teachers
17 supervisors
11 administrators
25 college students
0 parents

11. Comments (what other topics should be covered in future training sessions?)

(See attached sheet)

11. Comments (what other topics should be covered in future training sessions?)

I am not a teacher this year but work as a family counselor and although I do not do the ordering of materials I feel your workshop has helped me to know what to refer to others.

Teacher Made Materials; Reading; Math

Very well done

Teaching the slow learner in the regular classroom. More workshops of newly developed materials. I generally enjoyed the workshop and will make an effort to attend future ones - depending on geographic location. Thanks.

I found your techniques very helpful.

Please include a comparison of similar materials to be evaluated.

Tests (formal) - diagnostic!

Crystal Boling
4540 Gifford Road #3F
Bloomington, Indiana 47401

Mary McKenna
5957 Carvel Avenue
Indianapolis, Indiana 46220

Harrold W. Wallace
1406 Briar Road
Muncie, Indiana 47304

Laura Doeden
Box #65
Plymouth, Indiana 46563

Carol Weller
Rural Route #3
North Manchester, Indiana 46962

Bob Kritkausky
319 Briarcliff Street
Fort Wayne, Indiana 46804

William Kruzan
Rural Route #8
Huntington, Indiana 46750

Bill Harlow
8046 Camellia Lane
Indianapolis, Indiana 46219

Lonnie Adams
2001 North Walnut Apt. #1E
Muncie, Indiana 47303

Bill Myers
207 ½ North Dill
Muncie, Indiana 47303

Jon Templin
511 4th Street
Huntingburg, Indiana 47542

Mildred Walls
5701 East 17th Street
Indianapolis, Indiana 46218

Mrs. Alice M. Gill
3619 North Olney Street
Indianapolis, Indiana 46218

Rowena Piety
5435 Hohman Avenue
Hammond, Indiana 46320

Jeanne Tibbles
5935 Hohman Avenue
Hammond, Indiana 46320

Charles Edwards
128 East Jefferson
Tipton, Indiana 46072

James R. Alley
128 East Jefferson
Tipton, Indiana 46072

Josephine K. Mosby
65 West 54th Street
Indianapolis, Indiana 46208

Ann Hardman
Special Services Unit
Madison State Hospital
Madison, Indiana 47250

Dorothy Elmore
Special Services Unit
Madison State Hospital
Madison, Indiana 47250

Marsha Smith
Special Services Unit
Madison State Hospital
Madison, Indiana 47250

Valeria De Laughter
Rural Route #4
North Manchester, Indiana 46962

Joan Beghtel
2 Cloverleaf Drive, Rural Route #4
Wabash, Indiana 46992

Kraig D. Dawalt
200 Highland
Logansport, Indiana 46947

William Sherfey
Indiana State University State
Special Education
Terre Haute, Indiana 47809

Doris Williams
Indiana State University
Special Education
Terre Haute, Indiana 47809

Judy Jones
845 Matthews
Clinton, Indiana 47842

David Titus
635 South Main Street
South Bend, Indiana 46623

#1 of 2

IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request received from: Oakland Schools Sp. Ed. - Mary Lewis

Analysis of request by: Levine & Yovanovich

Plan designed by: Levine & Yovanovich

Who are the trainees? Spec. Ed. Classroom Teachers

How many? 20

What is the mission? To provide information about the use of instructional games and simulations with handicapped children

Time available? 1 day, 9 am to 11:30 pm, 1 pm to 3 pm

Date: Nov. 10, 1971

Location: Pontiac, Michigan

What objectives can be achieved? To develop an understanding of the criteria needed to design an instructional game and to develop an understanding of a role-play, and to be able to apply these techniques to teaching

What instructional materials? (1) The Instructional Game Design Task
(2) Role-Play

What procedures? Small group activities

What evaluation? Written evaluation

9/71

#1 of 2

IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Oakland Schools Sp. Ed. - Mary Lewis

Date: 11/10/71

Location: Oakland Schools, Pontiac, Michigan

Analysis of in-service program by: Yovanovich

Who were the trainees? Special Ed. Classroom Teachers and supervisors

How many? 18

What was the mission? Involved teachers in design of instructional games and role-playing

Amount of time used: 1 day, 9 am to 3 pm

What objectives were achieved? Developed an understanding of the criteria needed to design an instructional game and developed an understanding of a role-play; developed ability to apply these techniques to teaching

How were these objectives measured? Written evaluation

What existing instructional materials were used? Design of Instructional Games

What materials were specially-designed? Use of Role-Playing in the Classroom

Comments:

9/71
SAY

Participants: classroom teachers

11-10-71
Date

Oakland Schools,
Pontiac, Mich.

Results of Evaluation
IN-SERVICE WORKSHOP OF PROGRAMMED EXPERIENCES
"Use of Games, Simulations and Role-Playing in the Classroom"

1. Use descriptive words to describe your reactions to today's workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.

   interesting (8)
   informative (8)
   fun (6)
   stimulating (4)
   helpful (3)
   enjoyable (3)
   learn (ed) (ing) (3)
   involved (3)
   useful (2)
   excellent (2)
   relevant (2)
   applicable (2)
   ideas (2)
   valuable (1)
   encouraging (1)
   enlightening (1)
   insight (1)
   eventful (1)
   worthwhile (1)
   fast (1)
   thought-provoking (1)
   difficult (1)
   thinking (1)
   proving (1)
   casual (1)
   motivational (1)
   refreshing (1)
   active participation (1)
   try (1)
   pretend (1)
   feelings (1)
   relative (1)
   enthusiasm (1)
   meaningful (1)
   entertaining (1)
   thoughtful (1)
   clear (1)
   inspired (1)
   skills (1)
   interaction (1)

2. What specific applications can you make to your classroom teaching? (Cite one or two specific ways in which today's experience applies to your teaching.)

   The responses can be broken down into the following categories:

   a) will design and use games in teaching - 10
   b) will use role-playing in the classroom - 11
   c) will be able to design a workshop using games and role-playing - 2

   (see attached page)

3. Rate the workshop (as a whole) in terms of learning value for you:

   5 About the same as always.
   0 Very poor (poorest 10% of those I've attended).
   11 Very good (best 10% of those I've attended).

4. Suggestions or comments:

   (see attached page)

2. What specific applications can you make to your classroom teaching? (Cite one or two specific ways in which today's experience applies to your teaching.)

I intend to develop some more games for instructing my group. I feel more free to start some role playing situations with my group and feel more confident now in trying this.

Can design workshop if asked. Can design situations to aid in teaching child how in discrimination of behavior. Can look more objectively at my own role.

Think it will be interesting to try role playing with Type A - later el. class to bring out some emotional hang-ups as well as to help them identify some of their own emotions - and possibly (hopefully) control them. Thinking specifically of aggression. Definitely going to try it!

I have found that todays role playing when used with my students could bring about a greater understanding of behaviors in my students that are hard to bring about as many of my students are passive and non-verbal so stimulation of this kind in a possible charade type form. Students are Title IV multiply-handicapped.

Made me aware of what I can do in math and also other areas that will make it more meaningful but enjoyable at the same time. Enable me to widen my scope in teaching. Made me think about being more creative in my teaching.

1. Use role-playing in classroom to help children settle their disputes. 2. Help parents better understand program through role-playing. 3. Use of games in classroom - watching the directions more specifically. 4. Be more aware not to assume children bring the same set of background to the game.

Involve boys in thinking of actions of others rather than self. Help to develop some creative expression from less verbal children.

I can use several of the card games - modified to the level of my class. I'll be able to create my own games using the information I gained today. I will have a better idea of how to conduct role-playing experiences - especially how to have the children evaluate their role playing.

1. Help some children in expressing their sincere feelings about school, me, and other children. 2. Role playing may be used as an enjoyment - or recreation for the children.

Use number game with Intermediate Type A boys to motivate. Try role playing to help child identify himself - stimulate communication.

Use some of games made up with my group. Think of different ways to use materials I have. Use role playing with my kids - switch roles of leaders with the followers of the room - etc.

Card games - new ideas for children for number work.

Will use card games for instruction in classrooms more often - for enjoyment and learning. Role playing with students to bring out inner behaviors not noticed nor evident.

2. (continued)

I can use role play in the classroom to show the children that we can handle situations in many ways. Then reverse roles so each child can see how the other child feels.

Will use card game for teaching trainable to match like numbers. Then work toward card game for adding two numbers. Use role playing to help trainable understand other peoples feelings.

1. Use games to teach certain skills. 2. Reinforces an idea and help better clear up the idea of showing parents how to use games to teach their readers certain words - to be used in a parent's workshop-type meeting. 3. To use the materials in some inservice that I must provide for other teachers.

4. Suggestions or comments:

I'm usually a very shy person and I was surprised how much I enjoyed getting up and doing role playing. I'm very anxious to try this with my class. I also enjoyed your enthusiasm. You're a very fine teacher!

Always keep it as enjoyable as it was today because it is a learning experience.

Have such workshops at intervals throughout year.

Talk more about what types of role playing to use with kids.

No suggestions or improvements.

I think it should have been called role playing or else this area appealed to me.

Role playing is always threatening to me. Wish it could be disguised!

IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request received from: Indiana Div. of Spec. Ed. - Paul Ash

Analysis of request by: Yovanovich

Plan designed by: Carlson

Who are the trainees? Sp. Ed. Directors (or appointed supervisors);
University Personnel; State Dept. Consultants

How many? 60

What is the mission? To train participatns in use of in-service Series #VI -
"Innovation in Perceptual-Motor Programming"

Time available? 1 day - 8:30 am to 4:30 pm

Date: Dec. 15, 1971

Location: South Bend, Indiana

What objectives can be achieved? Develop set of teaching activities to remediate a specific psycho-motor learning problem and to evaluate same. For participants to become aware of the variety of materials for use in p-m activities that can be drawn from a broad range area. More adeptness at ordering activities in relation to their level of difficulty.

What instructional materials? In-service training kits (5) plus Introduction
#1 - Why Bother to Move; #2 - The Numbers Game, The Alphabet Game; #3 - The Warehouse Game; #4 - From Simple to Complex; #5 - Now That You're Moving

What procedures? Group-oriented activities specified in each of the five kits above.

What evaluation? On-site written pre and post test

9/71

#3 of 4

IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Indiana Div. of Sp. Ed. - Paul Ash

Date: 12/15/71

Location: South Bend, Indiana

Analysis of in-service program by: Yovanovich

Who were the trainees? Sp. Ed. Directors or appointed supervisors; State Dept. regional consultants

How many? 15

What was the mission? To train participants in use of in-service Series #VI - "Innovation in Perceptual-Motor Programming"

Amount of time used: 1 day, 10 am to 4 pm

What objectives were achieved? Developed set of teaching activities to remediate a specific psycho-motor learning problem and to evaluate same. Participants became aware of the variety of materials for use in p-m activities that can be drawn from a broad range area. More adeptness at ordering activities in relation to their level of difficulty.

How were these objectives measured? Post-test - written evaluation of activities

What existing instructional materials were used? #3 - "The Warehouse Game", "Yours for a Better Workshop"

What materials were specially-designed? Introduction, #1 "Why Bother to Move"; #2 "The Numbers Game; The Alphabet Game", #4 "From Simple to Complex", #5 "Now That You're Moving"

Comments: Five activities are too many for a one-day session; #3 could be cut-down to 20 min. and still be effective.

9/71
SAY

December 15, 1971
South Bend, Indiana

IN-SERVICE WORKSHOP EVALUATION
COMPARISON OF PRE- AND POST-EVALUATIONS
"Toward an Understanding of Perceptual-Motor Programs"

Assuming that you will be conducting in-service training with teachers, how comfortable do you feel in the role of a teacher-trainer?

Pre-Evaluation		Post-Evaluation	
1	Very comfortable	1	Very comfortable
7	Comfortable	12	Comfortable
7	Somewhat comfortable	2	Somewhat comfortable
0	Not comfortable	0	Not comfortable

5 felt more comfortable after workshop

Perceptual-motor activities involve: (check one or more)

12	eye-hand coordination	13	eye-hand coordination
10	auditory reception	12	auditory reception
12	visual-motor integration	13	visual-motor integration
11	gross movements	14	gross movements
6	recall of specific facts	10	recall of specific facts

Perceptual-motor activities can be designed for: (check one or more)

14	low vision students	15	low vision students
12	concert musicians	15	concert musicians
12	taxi driver	15	taxi driver
14	culturally disadvantaged students	15	culturally disadvantaged students
11	shoe salesman	15	shoe salesman

Materials for working with children with perceptual-motor problems can be obtained from:

IMCs	6	8
MSU IMC	2	2
Indianapolis IMC	3	4
Fort Wayne IRC	3	3
Publishers	7	5
Local School Corp.	2	1
Community	0	3
Home	0	1
Teacher-made	2	3
Students	0	2
Federal Surplus Warehouse	0	2
Optometrist	1	0
Anywhere	3	7

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15 respondents
Identifying #

December 15, 1971
South Bend, Indiana

IN-SERVICE WORKSHOP - PRE-EVALUATION
"Toward an Understanding of Perceptual-Motor Programs"

1. Assuming that you will be conducting in-service training with teachers, how comfortable do you feel in the role of a teacher-trainer?

   1 Very Comfortable
   7 Comfortable
   7 Somewhat Comfortable
   ___ Not Comfortable

2. Perceptual-motor activities involve: (check one or more)

   12 eye-hand coordination
   10 auditory reception
   12 **visual-motor integration**
   11 gross movements
   6 recall of special facts

3. Perceptual-motor activities can be designed for: (check one or more)

   14 low vision students
   12 [illegible]
   12 [illegible]
   14 culturally disadvantaged students
   11 [illegible]

4. Materials for working with children with perceptual-motor problems can be obtained from:

   Indianapolis IMC - 3
   MSU IMC - 2
   Fort Wayne IRC - 3
   Publishers - 7
   Local School Corp. IMC's - 2
   Materials Centers - 6
   Anywhere - 3
   Teacher-made - 2
   Optometrist - 1

15 respondents
Identifying #

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December 15 1971
South Bend, Indiana

IN-SERVICE WORKSHOP EVALUATION
"Toward an understanding of Perceptual-Motor Programs"

This evaluation is designed to provide the workshop staff with feedback regarding your reactions to this workshop. The results will assist us in planning future in-service activities.

1. Using the following rating scale, indicate the extent to which you agree with the following statements:

1. Strongly Disagree	2. Mildly Disagree	3. No Opinion	4. Mildly Agree	5. Strongly Agree

1a. There was adequate time to ask questions and exchange ideas during the workshop.
1b. Suggestions for classroom application were presented.
1c. Techniques were suggested for evaluating the new classroom practices.
1d. The workshop content was presented in an interesting fashion.
1e. The workshop was well structured.
1f. The workshop activities clarified the method of presentation.

(See attached sheet)

2. What aspects of today's workshop did you find particularly difficult to understand? (What additional understandings are you aware that you need to build?)

(See attached sheet)

3. What [illegible] you make in your role as a teacher-trainer? [illegible] ways in which today's experience applies to your [illegible]

(See attached sheet)

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4. Assuming that you will be conducting in-service training with teachers, how comfortable do you now feel in the role of a teacher-trainer?

1 Very Comfortable
12 Comfortable
2 Somewhat Comfortable
0 Not Comfortable

5. Perceptual motor activities involve: (check one or more)

13 eye-hand coordination
12 auditory reception
13 visual-motor integration
14 gross movements
10 recall of specific facts

6. Perceptual-motor activities can be designed for: (check one or more)

15 low vision students
15 concert musician
15 taxi driver
15 culturally disadvantaged students
15 shoe salesman

7. Materials for working with children with perceptual-motor problems can be obtained from:

IMC - 8
Publishers - 5
Home - 1
Many Sources - 7

Own creativity - 1
MSU/IMC - 2
Ft. Wayne IRC - 3
Indianapolis IMC - 4

Local School Corp. - 1
Community - 3
Students - 2
Federal Surplus Warehouse - 2
Teacher-made - 3

8. Suggestions or Comments

(see attached sheet)

Post-Evaluation

1. Using the following rating scale, indicate the extent to which you agree with the following statements:

1.	2.	3.	4.	5.
Strongly Disagree	Mildly Disagree	No Opinion	Mildly Agree	Strongly Agree

1a There was ample time to ask questions and exchange ideas during the workshop.
1b Suggestions for classroom application were presented.
1c Techniques were suggested for evaluating the new classroom practices.
1d The workshop content was presented in an interesting fashion.
1e The workshop was well structured.
1f The workshop activities clarified the method of presentation.

	Strongly Disagree	Mildly Disagree	No Opinion	Mildly Agree	Strongly Agree
1a)	1	2	1	3	8
1b)	1	1	0	7	5
1c)	0	0	0	11	3
1d)	0	0	0	1	14
1e)	0	0	0	1	14
1f)	0	0	0	4	11

2. What aspects of today's workshop did you find particularly difficult to understand? (What skills and understandings are you aware that you need to build?)

I will do more reading. Remain open minded

Not enough room to list all those areas that I need to build. Last part - Critical Incident Report. Either it's too early - too late or I'm just dull.

Better understanding of task analysis. Better understanding of the effects of P-M programs. More sophisticated skills in conducting in-service sessions.

None particularly - perhaps some definitions for some people as to psychomotor domain

Terms - I would like a list of terms and definitions as they will be used, i.e. laterality, cognition, etc.

The difference in terminology was often confusing. Often people were discussing the same thing but the terms were completely different.

None. Help in identifying the learning problem.

Feel that I have been out of the classroom too long to fully appreciate some of the feelings of frustration that face classroom teachers, this is something the workshop made me aware of.

Had difficulty with 2nd activity. Developing criteria for "from simple to complex"

I'm not certain.

Clinical incident report - perhaps my thinking was confused as to setting or stating the criteria used to rank activities from simple to complex.

The transfer of this trend of thought or activity to a local situation
Designing and implementing similar programs at local level

Post-Evaluation

3. What specific applications can you make in your role as a teacher-trainer? (Cite one or two specific ways in which today's experience applies to your role as a teacher-trainer.)

Have the workshop well planned - scheduled and structured as this one. Do not allow tangents to be extended. Brain storming is good.

1. Coordinator kit should be very helpful. 2. Better understanding of task analysis - especially as this relates to perceptual motor programs.

Utilization of this technique in teacher training.

Can use in faculty meetings to perhaps get teachers to look at kids and tasks in a different light. Get out of the lock-step. Through these meetings stimulate a more critical analysis of perceptual-motor activities and programs.

1. Show the teacher the role of the student. 2. Help teacher to always be aware of individual differences in learning. (I'm sure they forget this when they leave college.)

Will help me in working with teachers as I now have experienced frustrations similar to some they face.

I'm not a teacher-trainer but can use these later. Getting organized is of utmost importance.

I feel that I can spread this information to other potential trainers since I'm not involved in actual building work - by being able to present them with this material I will be able to spread the concepts presented today.

1. Provide training for primary regular class teachers in understanding perceptual motor activities such as the numbers and alphabet games and in providing time to learn vocabulary words such as cognition, perception, etc. 2. Provide time for special class teachers to order levels of activities so that they begin with easier tasks rather than difficult ones for their students.

Develop interest for perceptual motor training within my system. Assist in preparation of inservice workshops.

Will be able to assist other teachers and teacher trainers when specific questions concerning perceptual-motor programs arise...and they frequently do arise.

Active participation of trainee must be stressed - involvement of trainee in evaluation of sessions.

Can use a group approach to problem solving rather than lecture presentations. Get feed-back on biases and orientations of others. Learned about a good reference book.

Post-Evaluation

8. Suggestions or Comments:

Well done!!

Enjoyed the day's activities - my time was well spent.

Excellent. Time parameters naturally limit some things.

Give us a list of what the specific behavioral objectives are for us for the day. Instead of a 1-10 rating or 1,2,3 rating on items might be better to place in some way on a continuum.

The program was interesting, informative and certainly helpful.

What is the best school organization for remediating perceptual motor problems - the regular classroom, a LD classroom - resource teacher??

Really enjoyed this session and feel it is one of a few meetings that presented something tangible.

Would like to see greater participation from area teachers.

Less material or more time

Great load for one day!

I enjoyed it very much . Thanks again for letting me take pot-shots in the Perceptual Motor Theories.

#2 of 4

IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request received from: Indiana Div. of Spec. Ed. - Paul Ash

Analysis of request by: Yovanovich

Plan designed by: Ward & Levine

Who are the trainees? Sp. Ed. Directors (or appointed supervisor), University Personnel; State Dept. Consultants

How many? 60

What is the mission? To train participants in use of in-service Series #II - "Design & Use of Instructional Objectives"

Time available? 1 day - 9:30 am to 4:30 pm

Date: Nov. 17, 1971

Location: Huntingburg, Indiana

What objectives can be achieved? Identify specification of objectives as one of the means to effective instruction. Apply 3 mager criteria to a teaching task. Implement a micro-teaching plan utilizing objectives-oriented instruction.

What instructional materials? Newly reorganized and expanded set of four in-service training kits: #1 The Island of MUSU; #2 Objectives Have to Make Sense; #3 Knowing What you are Teaching; #4 Objectives-Oriented Instruction also distribute "Yours for a Better Workshop"

What procedures? Group-oriented activities specified in each of four kits above.

What evaluation? On-site written post test, assessing familiarity and recognition of value of learnings

Also word association, free form

9/71

#2 of 4

IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Indiana Div. of Spec. Ed. - Paul Ash

Date: 11/17/71

Location: Huntingburg, Indiana

Analysis of in-service program by: Yovanovich

Who were the trainees? Sp. Ed. Directors (or appointed supervisors), State Dept. regional consultants

How many? 17

What was the mission? To train participants in use of in-service Series #II - "Design & Use of Instructional Objectives"

Amount of time used: 1 day - 10 am - 3 pm

What objectives were achieved? Identified specification of objectives as one of the means to effective instruction. Applied 3 Mager criteria to a teaching task. Implemented a micro-teaching plan utilizing objectives-oriented instruction.

How were these objectives measured? On-site written post test, assessing familiarity and recognition of value of learnings. Also work association, free form.

What existing instructional materials were used? #4 - "Objectives-Oriented Instruction" - (modified and revised)

"Yours for a Better Workshop"

What materials were specially-designed? #1 The Island of MUSU; #2 Objectives Have to Make Sense, #3 Knowing What You Are Teaching

Comments: see evaluation summary

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11/17/71
Huntingburg, Ind.

Summary: In-Service Workshop Evaluation
"Design and Use of Instructional Objectives"

1. Listed below are the responses and the frequency with which each appeared:

informative (5)
interesting (3)
needed (2)
objectives (2)
thought-provoking (2)
personal involvement (2)
valuable (2)
inspirational (2)
organized (2)
performance (2)
good (2)
evaluation (2)
helpful (2)
stimulating (2)
defining (2)
motivating (1)
entertaining (1)
guiding (1)
creative (1)
eye-opening (1)
clarifying (1)
well-taught (1)
cooperative (1)
constructive (1)
planned (1)
great (1)
learning (1)
discussions (1)
possibilities (1)
outcomes (1)
attitude (1)
time (1)
audience (1)
make sense (1)
direction (1)
educational (1)
idea provoking (1)
important (1)
useful (1)
timely (1)
relative (1)
introspective (1)
originality (1)
creative (1)
group (1)

2. Method of presentation and content tended to be rated equally interesting by the participants, while the use of instructional media seemed least interesting.

3. Of the 11 participants, 3 showed a significant change of behavior; 5 indicated a moderate change, while 3 remained stable.

4. Out of the 11 participants, 4 who had previously used the material, indicated that this workshop helped to clarify its use.

5. All participants indicated a more comfortable feeling about the material.

6. Participants felt that the content of the workshop was more important than the method of presentation and felt the use of instructional media to be of least importance.

7. The responses could be broken down into the following categories:

   a) writing Instructional Objectives (6.5)
   b) use of Objectives (2.5)
   c) Mager (2)
   d) Instructions in kits (1) (kit 4)
   e) How to help teachers gain skills (1)

8. Responses indicate that participants feel comfortable about conducting in-service training.

SAY

Participants - Teacher-Trainers

November 17, 1971
Date

Huntingburg, Indiana

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Results

In-Service Workshop Evaluation
"Design and Use of Instructional Objectives"

This evaluation is designed to provide the workshop staff with feedback regarding your reactions to this workshop. The results will be used in planning future in-service activities.

1. List single descriptive words that describe today's workshop. Do not use sentences! You have only one minute!

   (See summary)

2. Please rate each of the activities in terms of their INTEREST to you. Check the appropriate blank after each activity.

	Very Interesting	Interesting	Not Interesting
A. Content	9	2	
B. Method of Presentation	10	1	
C. Use of Instructional Media	4	7	

3. a) How much did you know about this (method, technique, instructional material) prior to this workshop?

   2 Considerable amount
   5 Moderate amount
   3 Small amount
   1 Nothing

   b) How much do you feel you now know about it?

   6 Considerable amount
   5 Moderate amount
   ___ Small amount
   ___ Nothing

4. Had you used this (technique, method, instructional material) prior to this workshop?

   4 Yes 7 No

   If yes, did this workshop clarify its use?

   5 Yes 0 No

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5. How comfortable do you now feel about [illegible] (technique, method, instructional material)?

6 Very comfortable
5 Comfortable
0 Not comfortable

Comments:

(See attached sheet)

6. Please rate each of the activities in terms of their IMPORTANCE to you. Check the appropriate blank after each activity.

	Very Important	Important	Not Important
A. Content	8	3	
B. Method of Presentation	7	4	
C. Use of Instructional Media	5	6	

7. What aspects of today's workshop did you find particularly difficult to understand? (What skills and understandings are you aware that you need to build?)

(See attached sheet)

8. Assuming that you will be expected to conduct in-service training with teachers, how comfortable do you feel in the role of a teacher-trainer?

2 Very comfortable
6 Comfortable
3 Somewhat comfortable
0 Not comfortable

SAY [illegible]-71

Responses to Question Four

Question: How comfortable do you now feel about using this (technique, method, instructional material)?

VERY COMFORTABLE

Very worthwhile - helped me to see the need of activity planning and mini-teaching instead of instruction objective writing as the end goal.

COMFORTABLE

I will appreciate the extra time I will have to review the material.

Following re-reading of distributed material

Have used Mager in college workshop classes but had a week or so - not a few hours - does make me think.

Responses to Question Seven

Question: What aspects of today's workshop did you find particularly difficult to understand? (What skills and understandings are you aware that you need to build?)

Writing objectives - I tend to generalize.

Some difficulty in understanding directions for afternoon session. Need to develop skills in preparing educational objectives. This workshop and the Mager reference should help.

Mager, Phase II

Need to develop strategies in aiding teachers move from writing objectives to planning activities.

Getting objectives that both relate to the problem as such and also to the "leader" and his interest or ability.

Discriminating between general objectives, specific objectives and teaching activities. Practice and time will help me to better discriminate, not between the terms themselves, but to what I actually see written as an objective.

Working out a workable objective - need ability to adequately think through objectives.

Whether to make participants aware of the instructional objectives before conducting said activity.

Area 3 - Instructions limited. Limitation of topic. Creative needs.

Mager's concepts - not fully explained and developed.

Writing clear understandable objectives that can be evaluated.

STATE of INDIANA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
JOHN J. LOUGHLIN

INDIANAPOLIS 46204

INSTRUCTION MATERIALS CENTER
Box 100, Butler University
4600 Sunset Avenue
Indianapolis, Indiana 46208
Phone (317) 633-5259

November 19, 1971

Miss Sue Ann Yovanovich
USOE/MSU RIMC - HCY
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue:

11-17-71

The following is a list of Huntingburg Workshop participants. I believe there were five persons in attendance during the morning who did not sign the list.

NAME	STREET	CITY	ZIP
Raymond Pflug	R.R.#2	Huntingburg, IND.	47542
John Holmes	R.R.#2	Huntingburg, IND.	47542
Laura Doeden	P.O.Box#65	Plymouth, IND.	46563
Helen Utt	505 Geiger St.	Huntingburg, IND.	47542
Nancy Best	728 13th St.	Tell City, IND.	47586
Beranard Fehriback	Box #478	Poseyville, IND.	47633
Dave Greenburg	120 E. Walnut	Indianapolis, IND.	46220
Kenneth Hernley	P.O.Box#151	Boonville, IND.	47601
Dick McQueen	1021 S. Forrest	Boonville, IND.	47601
Jim Kolb	Garfield Avenue	Princeton, IND.	47570
Van Pierce	511 4th Street	Huntingburg, IND.	47542
Carole Verkamp	1009 W. 13th St.	Jasper, IND.	47546
Suzanne Savage	202 Taylor	Cannelton, IND.	47520
John Robinson	1965 S. Walnut	Bloomington, IND.	47401
Gary Ryan	2301 W. Michigan	Evansville, IND.	47712
Mike Price	511 4th Street	Huntingburg, IND.	47542
Dr. Charles White	511 4th Street	Huntingburg, IND.	47542

Sincerely,

Paul

Paul Ash, Coordinator
Instructional Materials Center

PA/md

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
* CHILDREN
AND YOUTH

213 Erickson Hall · Michigan State University · East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

ANNOUNCING...

The MSU Regional Center has developed a schedule of workshops designed specifically for professionals in Michigan, Indiana and Ohio who are involved with in-service teacher workshops. Each workshop will deal with separate topics. The workshops have been planned in various locations throughout the three state region. **You are invited to attend any or all of these workshops.** Please use the enclosed reply card to reserve your space at the workshops you would like to attend. You will receive confirmation of your choices. Also, a reminder will be sent directly prior to each workshop you will be attending.

During the year, each procedure that is utilized at a workshop training session will be field tested, refined and made available to teacher trainers in Ohio, Michigan and Indiana.

The following Regional IMC staff members are responsible for the design and implementation of this years in-service training program.

Ted Ward
Joe Levine
Sue Yovanovich
Nancy Carlson

Specific questions about particular training sessions outlined in this brochure should be directed to Sue Yovanovich.

Please feel free to write to any of these staff members about any questions you may have regarding in-service training.

and

13

14

Date: April 26, 1973
Time: 7:30 pm - 10:00 pm
Date: April 27, 1973
Time: 8:45 am - 10:15 am
Title: ELICITING DISCUSSION BEHAVIORS AT IN-SERVICE WORKSHOPS
Location: CEC National Convention
Dallas, Texas

Two sessions conducted by the MSU staff, have been included in this year's CEC program. They will be restricted to teacher trainers and will consist of activities and procedures for developing interaction through discussion. This is a topic of concern to all of us and should be an interesting session. The second session will be a repeat of the first. Advance reservations are available until Feb. 1, 1973, for people from our three-state region.

* * *

All of the training sessions described in this brochure will be designed and conducted in accordance with the guidelines for designing in-service education experiences that have been developed at the MSU Regional Center:

1. When possible, the medium, procedure, or resource about which we want teachers to learn should be used in making the communicative presentation.
2. When possible, involve every participant in an active role. Rather than showing them and telling them, the in-service educator should involve teachers in doing -- planning, designing, creating, writing, talking, sharing.
3. Plan an in-service education experience very precisely. Teachers often approach such an experience with a chip-on-the-shoulder. Their time and their energy can be expected to be limited. The leader must know exactly what he is to do and how he is to go about it.
4. When possible, the in-service education experience should "stand alone" and not be dependent upon an expert to deliver the instruction. The stand alone experience should be of a nature that a local coordinator or teacher-trainer can conduct it with little or no difficulty.

1

Date: November 7, 1972
Time: 2:00 -4:30 pm
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PART A*
Location: Kalamazoo Valley Intermediate
School District
Kalamazoo, Michigan
Local Coordinator: Jan Fortenbacher

A two and a half hour workshop with local teachers in attendance. The first part of the session will be directed toward the attending teachers and will be run as an actual teacher workshop. The second part of the session will be run exclusively with teacher trainers and will focus on the activities presented during the first part.

* * *

2

Date: November 14, 1972
Time: 2:00 - 4:30 pm
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PART B*
Location: Kalamazoo Valley Intermediate
School District
Kalamazoo, Michigan
Local Coordinator: Jan Fortenbacher

Again, this workshop will focus on learning difficulties, but a different training experience will be used. Classroom teachers and teacher trainers will be in attendance.

* * *

3

Date: November 21, 1972
Time: 2:00 - 4:30 pm
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PART C*
Location: Kalamazoo Valley Intermediate
School District
Kalamazoo, Michigan
Local Coordinator: Jan Fortenbacher

A third training experience will be used.

* * *

4

Date: November 28, 1972
Time: 2:00 - 4:30 pm
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PART D*
Location: Kalamazoo, Michigan
Local Coordinator: Jan Fortenbacher

A fourth training experience will be used.

* * *

5

Date: November 30, 1972
Time: 9:30 am - 3:00 pm
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PARTS A and B
plus
CREATING EFFECTIVE IN-SERVICE WORKSHOPS
Location: Northeast Indiana Instructional
Resource Center
Fort Wayne, Indiana
Local Coordinator: Carol Weller

This will be a full day workshop. Half of the day will focus on the effective utilization of Part A and Part B of the Learning Difficulties training experiences (see November 7 and 14). Classroom teachers will be used during this portion, along with teacher trainers.

The second half of the workshop will be devoted to the topic of in-service workshops and the procedures for creating effective ones! This portion will be restricted to teacher trainers.

* * *

6

Date: December 6, 1972
Time: 9:30 am - 3:00 pm
Title: ASSESSING LOW FUNCTIONING LEARNERS
plus
CREATING EFFECTIVE IN-SERVICE WORKSHOPS
Location: Lincoln Way Instructional
Resource and Materials Center
Louisville, Ohio
Local Coordinator: Eunice Shonk

This will be a full day workshop. Procedures and materials for conducting in-service workshops in the assessment of low-functioning children (deaf/blind, multi-handicapped, severely retarded, etc.) will be the focus for half of the day.

The second half of the workshop will be devoted to the topic of in-service workshops and procedures for creating effective ones! Both of these sessions will be limited to teacher trainers.

---

*You may sign up for any or all of the parts

7

Date: January 19, 1973
Time: 1:00 - 3:30 pm
Title: THE ROLE OF IN-SERVICE TRAINING PROGRAMS
Location: Ingham Intermediate School District
Mason, Michigan
Local Coordinator: Frank Bruno

A half day training session designed to alert teacher trainers to the role of in-service training and procedures for implementing training programs. Limited to teacher trainers.

* * *

8

Date: January 25, 1973
Time: 9:30 am - 3:00 pm
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PARTS C and D
plus
DESIGNING INTERACTIVE WORKSHOP EXPERIENCES
Location: Northeast Indiana Instructional Resource Center
Fort Wayne, Indiana
Local Coordinator: Carol Weller

This will be a full day workshop. Half of the day will focus on the effective utilization of Part C and Part D of the Learning Difficulties training experiences (see November 21 and 28). Classroom teachers will be used during this portion, along with teacher trainers.

The other half of this workshop will be used to examine the dynamics of interactive experiences and their use in working with teachers. This portion will be restricted to teacher trainers.

* * *

9

Date: February 16, 1973
Time: 1:00 - 3:30 pm
Title: DESIGNING INTERACTIVE WORKSHOP EXPERIENCES
Location: Genesee Intermediate School District
Flint, Michigan
Local Coordinator: Dave Williams

This half day workshop will be used to examine the dynamics of interactive experiences and their use in working with teachers. This session will be restricted to teacher trainers.

10

Date: February 21, 1973
Time: 9:30 am - 3:00 pm
Title: DESIGNING INSTRUCTION FOR LOW FUNCTIONING LEARNERS
plus
DESIGNING INTERACTIVE WORKSHOP EXPERIENCES
Location: Southwestern Ohio Special Education Regional Resource Center
Cincinnati, Ohio
Local Coordinator: Dave Braukman

This will be a full day workshop. Procedures and materials for conducting in-service workshops in the design of instruction for low-functioning children (deaf/blind, multi-handicapped, severely retarded, etc.) will be the focus for half of the day.

The other half of this workshop will be used to examine the dynamics of interactive experiences and their use in working with teachers. This portion will be restricted to teacher trainers.

* * *

11

Date: March 3, 1973
Title: IMPROVING BRAILLE READING SPEED OF BLIND LEARNERS
Location: Illinois Instructional Materials Center
Chicago, Illinois
Local Coordinator: Gloria Calovini (in conjunction with the American Printing House for the Blind)

This workshop will be for teachers of the blind and teacher trainers. The experiences will relate to recent research and some new materials being produced by the American Printing House for the Blind that are designed to enhance the braille reading speed of the older blind student.

* * *

12

Date: March 22 and 23, 1973
Time: Begins at 9:00 am on the 22nd and ends at 3:30 pm on the 23rd
Title: IN-SERVICE TEACHER TRAINING IN INDIANA, MICHIGAN AND OHIO
Location: USOE/MSU Regional Instructional Materials Center
East Lansing, Michigan
Local Coordinator: Sue Yovanovich

This is a repeat of last year's successful two day session. At the top of the list of activities will be experiences related to evaluating the effectiveness of in-service workshops. This two day workshop is limited to teacher trainers.

PLEASE RESERVE A SPACE FOR ME AT THE FOLLOWING WORKSHOPS:

1______

2______

3______

4______

5______

6______

7______

8______

9______

10______

11______

12______

13______

14______

Name:____

Address:____

____
(city) (state) (zip code)

Phone:____
(area code)

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213 Erickson Hall Michigan State University East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

November 13, 1972

MEMORANDUM

TO: Local Coordinators

FROM: Sue Ann Yovanovich, Field Services Coordinator

SUBJECT: 1972-73 In-Service Training Workshops

Thank you for your cooperation and assistance in assuming the role of local coordinator for the in-service workshops to be held throughout the year.

Facilities and equipment needed for each session would include the following:

--one large room (accommodates 30-35 people)

--several tables and chairs

--overhead projector and screen

I have taken the liberty of advising the participants to contact you regarding specific travel directions or suggestions about overnight accommodations.

Any extra arrangements that you would care to make would certainly be appreciated. If at all possible, coffee should be available. If this presents a problem in terms of "finances," participants at the workshop can be asked to contribute.

If you have any questions, please feel free to get in touch with me. Two weeks prior to your session, I will call and give you more specific information regarding the following concerns:

--projected number of participants

--other equipment needed

SAY:rh

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WORKSHOP CONFIRMATION

We have reserved a space for you at the workshops that have been circled below.

#2 - Title: Helping Children With Learning Difficulties - Part B
Location: Kalamazoo, Michigan
Date: November 14, 1972

#3 - Title: Helping Children With Learning Difficulties - Part C
Location: Kalamazoo, Michigan
Date: November 21, 1972

#4 - Title: Helping Children With Learning Difficulties - Part D
Location: Kalamazoo, Michigan
Date: November 28, 1972

#5 - Title: Helping Children With Learning Difficulties - Parts A and B plus Creating Effective In-Service Workshops
Location: Fort Wayne, Indiana
Date: November 30, 1972

#6 - Title: Assessing Low Functioning Learners plus Creating Effective In-Service Workshops
Location: Louisville, Ohio
Date: December 6, 1972

#7 - Title: The Role of In-Service Training Programs
Location: Mason, Michigan
Date: January 19, 1973

#8 - Title: Helping Children With Learning Difficulties - Parts C and D plus Designing Interactive Workshop Experiences
Location: Fort Wayne, Indiana
Date: January 25, 1973

#9 - Title: Designing Interactive Workshop Experiences
Location: Flint, Michigan
Date: February 16, 1973

#10 - Title: Designing Instruction for Low Functioning Learners plus Designing Interactive Workshop Experiences
Location: Cincinnati, Ohio
Date: February 21, 1973

#11 - Title: Improving Braille Reading Speed of Blind Learners
Location: Chicago, Illinois
Date: March 3, 1973

#12 - Title: In-Service Teacher Training In Indiana, Michigan and Ohio
Location: East Lansing, Michigan
Date: March 22 and 23, 1973

#13 - Title: Eliciting Discussion Behaviors At In-Service Workshops
Location: Dallas, Texas
Date: April 26, 1973

#14 - Title: Eliciting Discussion Behaviors at In-Service Workshops
Location: Dallas, Texas
Date: April 27, 1973

If you will need overnight accommodations, please contact the local coordinator of each workshop. (Address and phone listing is enclosed.)

A reminder will be sent to you prior to each workshop you will be attending. We look forward to seeing you at these workshops.

Enclosure

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213 Erickson Hall Michigan State University East Lansing, Michigan 48823
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February 5, 1973

MEMORANDUM

TO: Indiana Teacher Trainers
Michigan Curriculum Resource Consultants
Ohio IRMC Coordinators

FROM: Sue Ann Yovanovich, Field Services Coordinator

SUBJECT: Tri-State Leadership Workshop, March 22 and 23, 1973

The Tri-State Leadership Workshop, to be held in East Lansing on March 22 and 23, 1973, has been designed to meet the needs of those in-service educators who have been identified for us by the Special Education Divisions of Indiana, Michigan and Ohio.

The materials and techniques which are being developed by the RIMC staff will be different from those presented at last year's February workshop.

The workshop will be held at the University Inn in East Lansing beginning promptly at 8:30 am on Thursday, March 22 and ending at 3:30 pm on Friday, March 23. Due to budget cuts, the RIMC will NOT be able to reimburse participants for accommodations, food or transportation. There will be no conference registration fee.

Please RSVP! Complete the enclosed card and return it to me ON OR BEFORE TUESDAY, FEBRUARY 20, 1973. Upon receipt of your card, detailed information regarding accommodations, maps, workshop schedules, etc., will be sent to you.

We're looking forward to hearing from you soon!

SAY:rh

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213 Erickson Hall, Michigan State University, East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

March 5, 1973

MEMORANDUM

TO: Workshop Participants

FROM: Sue Ann Yovanovich, Field Services Coordinator

SUBJECT: Final plans for March 22-23 Workshop

Thank you for returning your workshop confirmation card so promptly!

Enclosed with this memo is a reservation card for your motel accommodation for the upcoming workshop. Please complete immediately and send it directly to the University Inn. I've enclosed a map and directions for getting to the University Inn. (By the way, the University Inn is a privately owned motel, though the name might imply it is a part of MSU. It is located about two blocks from the campus.)

The beginning session of the workshop will be held in the lower level conference facilities of the Starboard Tack Restaurant. This restaurant adjoins the University Inn. Starting time of this first session is 8:30 am sharp!

The entire two day workshop will be organized around a modular schedule. Between 15 and 20 planned sessions will be offered. Each participant will be able to elect a group of sessions to meet his own specific needs. Sessions will be either one or one and a half hours in length. All sessions will be held in the University Inn facilities.

Time will also be provided for participants to evaluate a collection of other available in-service materials; discuss in-service training problems with each other; and be able to work individually with the staff members of the MSU SEIMC. If you have any of your own training materials that you would like to share with the group or get feedback for revision, please bring them along.

An informal get-together session will be held on Thursday evening. This will be optional and designed to provide interaction among everyone at the workshop.

We will conclude all activities by 3:30 on March 23.

If you have any questions, please give me a call at 517-353-7810.

See you on the 22nd!

Enclosures

SAY:rh

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April 4, 1973

MEMORANDUM

TO: 1973 Tri-State Leadership Workshop Participants

FROM: Sue Ann Yovanovich, Field Services Coordinator

SUBJECT: Participant Reaction Summary

Enclosed is a summary of the Participant Reaction Forms which you completed at the conclusion of the Tri-State Leadership Workshop. The workshop staff is pleased with the results of the reaction form which indicates that the majority of the participants felt that their individual needs were met during the workshop.

Again, we thank you for your participation and invite any comments, suggestions, criticisms, etc. Let us know how we can continue to serve you!

Enclosure

SAY:th

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TRI-STATE LEADERSHIP WORKSHOP

March 22-23, 1973

List of Participants

Russel L. Andreotti
6235 Gratiot Rd.
Saginaw, Michigan 48603
517-799-4733

Mary A. Anthony
Box 515
Ft. Recovery, Ohio 45846
419-375-2302

C. Donald Beall
951 E. Lafayette
Lafayette Clinic
Detroit, Michigan 48207
313-963-5400 ext. 252

Jerry Bowling
4647 West 30th St.
Indianapolis, Indiana 46222
317-293-6150

David J. Braukman
3147 Clifton Ave.
Cincinnati, Ohio 45220
513-861-4954

Helen J. Castle
405 West Main St.
Hillsboro, Ohio 45133
513-393-1133

Martha Janell Dennis
Mott Children's Health Center
Child Development Department
806 Fifth Avenue
Flint, Michigan
313-234-7675

Mike Dennis
A-M-A ISD
M-32W
Alpena, Michigan 49707
517-354-3101

William Heward
NRMCD
Thompson Hall
University of Massachusetts
Amherst, Massachusetts 01002
413-545-2457

Maryann Jones
3106 North Grand River
Lansing, Michigan 48906
517-485-0885

Martin Kallaher
Champaign County Board of Education
Box 269
Urbana, Ohio 43078
513-653-5296

Mrs. Lucile Karner
3019 Woodruff
Apt. 9
Lansing, Michigan 48912
517-489-5517

Jim Kite
303 S. Walnut St.
Seymour, Indiana 47274
812-522-7793

Mrs. Dainey Legé
201 East 11th St.
Austin, Texas 78701
512-475-3507

Bernard C. Lutkenhoff
3147 Clifton Avenue
Cincinnati, Ohio 45220
513-861-4954

Mrs. Evelyn McGregor
280 Crescent Drive
Portland, Michigan 48875
616-527-4900

Donna Miller
St. Francis College
IRC
Fort Wayne, Indiana 46808
219-432-3551 ext. 208

Diana Oberschulte
2325 S. Garfield
Traverse City, Michigan 49684
616-946-8920

John Opperman
11815 Woodland Ave.
Cleveland, Ohio 44120
216-229-4535

Fred Parker
33000 Freedom Road
Farmington, Michigan 48024
313-477-1300

Betty Patrick
East U.P. ISD
Rudyard, Michigan 49780
906-478-6811

James R. Phillips
635 South Main St.
South Bend, Indiana 46623
219-289-7904

Geneva Reid
2128 Tulip Lane
Jenison, Michigan 49428
616-457-2539

Donald B. Richards
117 S. Pt. Crescent
Bad Axe, Michigan 48413
517-269-7192

Thomas Risto
23350 Meadow Park
Garden City, Michigan 48135
313-533-2588

Ellie Roosli
711 St. Joseph Ave.
Berrien Springs, Michigan 49103
616-471-7725

Michael Shaver
562 W. Spring St.
Lima, Ohio 45804
419-225-6530

Robert Snyder
Rt. #2
Ft. Recovery, Ohio 45846
419-375-4198

Peggy Tenney
349 West Webster
Muskegon, Michigan 49440
616-722-1602

Arnold Trafelet
C.O.P. Intermediate
Indian River, Michigan 49721
616-238-6365

Richard A. Wall
Lock Box A
Caro, Michigan 48723
517-673-3191

Ms. Janet Wallace
3200 N. Monroe
Apt. 217
Monroe, Michigan 48161
313-243-6948

Jane Walline
Box 420
Lansing, Michigan 48902
517-373-0923

Carol Weller
St. Francis College
Fort Wayne, Indiana 46808
219-432-3551 ext. 208

Gail Wiemer
Charlevoix-Emmet ISD
County Building
Charlevoix, Michigan 49720
616-547-9947

David Williams
2413 W. Maple Ave.
Flint, Michigan 48507
313-232-9161 ext. 58

Betty Wing
121 Pleasant St.
Charlotte, Michigan 48813
517-543-2127

MSU SEIMC STAFF PRESENT*

Mrs. Lou Alonso
Director

Ms. Nancy Carlson
Senior Training Specialist

Ms. Rita Harmon
Secretary

Mrs. Lynn Kinzel
Secretary

S. Joseph Levine
Coordinator: Technology of Dissemination

Max Moore
Coordinator: Information Systems

Peter Sorum
Operations Coordinator

Ted Ward
Assistant Director
Engineering and Development

Sue Ann Yovanovich
Field Services Coordinator

*USOE/MSU Regional
Instructional Materials Center
For Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

MARCH 22 - 23, 1973

--PARTICIPANT REACTION FORM--

1. For each session that you attended, please check the appropriate blanks.

	Relevant to your needs? Yes	?	No	Will you use in the future? Yes	?	No
DESCRIBE YOUR LEARNER A self-paced activity that has participants complete a series of worksheets that narrows in on specific observable behaviors of a learner. The activity can be easily modified to focus on any type of learner. This session will use an adaptation of the activity designed by Dave Braukman.	卌 卌 || ⑫			卌 卌 | ⑪	| ①	
PROBLEMS AND HINTS "Problems and Hints" is designed as a workshop activity that will allow the participants an opportunity to share their concerns relating to a specified area. Rather than just raising issues, the activity structures participant answers for the issues. A series of short "identify-write" rounds make up the activity. A time schedule is provided at the beginning of the activity that establishes the procedure for each round. This is a very simple activity that can be successfully used without any prior preparation.	④ ||||	① |		③ ||||	① |	
BRAILLE READING TRAINING MATERIALS This is a completely group-run activity that does not need a leader! The kit includes a cassette and simulated exercise that provides the participant an understanding of the problems involved in learning a symbolic code. The kit has been designed for use in situations where a workshop leader is not available.	① |	① |		① |	① |	
TASK ANALYSIS GAME A three stage activity calling for participants to sequence a set of objectives and their corresponding activities. The content focuses on a low functioning learner and the necessity for a teacher to use task analysis to move the learner towards educational goals.	④ ||||	① |	① |	⑤ |||||		② ||
CHARTING BEHAVIOR A case study on a low functioning learner is presented through a series of charts describing specific behaviors of that child undergoing modification. Participants, in dyads, are asked to look at the charted information and work in a problem-solving situation.	⑨ 卌 ||||	① |	① |	⑥ 卌 |	卌	|

	Relevant to your needs? Yes	Relevant to your needs? ?	Relevant to your needs? No	Will you use in the future? Yes	Will you use in the future? ?	Will you use in the future? No
EDUCATIONAL PLANNING This is a three part workshop activity that is designed to focus on three types of decisions involved in educational planning: --decisions that relate to educational responsibility --decisions that relate to educational placement --decisions that relate to educational programming The activity asks the workshop participants to assume the roles of some of the key planners who may provide input for decisions involving children with learning and/or behavioral problems. This in-depth case study used over time can be used to facilitate understanding of the planning process and to develop skills in decision making and understanding of other viewpoints. *Those workshop participants who choose this activity will be expected to attend all three sessions.* The first session will focus on educational responsibility.	𝍸 𝍸 𝍸 ⑮	| ①		𝍸 𝍸 |||| ⑭	|| ②	
EDUCATIONAL PLANNING - 2ND SESSION This is a continuation of the educational planning activity described above. The focus for this session is educational placement.	𝍸 𝍸 ||| ⑬	| ①		𝍸 𝍸 ||| ⑬	| ①	
EDUCATIONAL PLANNING - 3RD SESSION This is a continuation of the educational planning activity described above. The focus for this session is educational programming and is an intensive programming session.	𝍸 𝍸 |||| ⑭	| ①		𝍸 𝍸 ||| ⑬	|| ②	
CREATING DISCUSSION TAPES This simulated activity calls for teams of two participants to create a tape recording which will be used with teachers. The objective of the presentation is to deliver information about a new instructional material and to stimulate discussion among the listeners. Particularly useful for persons who will be developing interactive audio tapes.	| ①			| ①		

POLAR ALGEBRA

A series of unique learning problems are created whereby the participant experiences the feelings of a student with learning disabilities. The activity is resolved through individual selection of remediation processes. Designed to develop a teacher's understanding of learning difficulties and the necessity for providing optional learning activities.

Relevant to your needs? Yes	?	No	Will you use in the future? Yes	?	No
II 𝍸 ⑦			𝍸 ⑤	II ②	

COMMUNICATION HANDICAPS

Participants operate in pairs and work through a series of four activities that demonstrate auditory learning and visual learning. A worksheet provides the structure for participants to reflect on each experience in terms of helpful and hindering teaching strategies.

Relevant to your needs? Yes	?	No	Will you use in the future? Yes	?	No
⑪ I 𝍸 𝍸	① I		⑨ IIII 𝍸	③ III	

PLANNING WITH TEACHERS

A demonstration (role play) activity showing the value of three alternate strategies for planning workshops. This activity is exceptionally useful if you are using other professionals to assist in your teacher training activities. The activity can be used with these professionals as part of their training.

Relevant to your needs? Yes	?	No	Will you use in the future? Yes	?	No
⑨ IIII 𝍸	② II		⑧ III 𝍸	③ III	

L.D. CARD GAME

This workshop activity is designed to facilitate understanding of the symptoms, remedial strategies, and terms that are used in dealing with children who have learning problems. The activity is built around a matching game whereby the teachers, operating in groups, are asked to sort out terms, symptoms and strategies into appropriate combinations. Following the discussion, each participant will be able to take home a booklet containing the information the groups have been organizing.

Relevant to your needs? Yes	?	No	Will you use in the future? Yes	?	No
⑧ III 𝍸			⑦ II 𝍸	① I	

EVALUATING A WORKSHOP MATERIAL

This group activity is designed to provide participants with an opportunity to examine and analyze a potential workshop material. Participants are provided transparencies on which to record their analysis data which will then be projected for group discussion. The activity highlights those aspects of a workshop material that are necessary for success.

Relevant to your needs? Yes	?	No	Will you use in the future? Yes	?	No
⑨ IIII 𝍸	① I	① I	⑨ IIII 𝍸		② II

Participant Reaction Form
Page 4

	Relevant to your needs?			Will you use in the future?		
	Yes	?	No	Yes	?	No
L.D. PLANNING PRIORITIES AND NUMBERS/ALPHABET GAME These activities are designed so that workshop participants can experience the diagnostic/prescriptive process in a planned way. The two activities focus on specific problems related to children with learning disorders. One of the activities will utilize an adaptation designed by Carol Weller.	⑥ 𝍸 1 Game only	① 1		⑥ 𝍸 1 Game only		

25 responded on * * * * OPTION Room questions

	Very Useful	Useful	Not Useful
2. How useful was the OPTION ROOM? Comments:	⑫ 𝍸𝍸 II	𝍸𝍸 III ⑬	
3. How useful were the OVERVIEW TAPES in the option room? Comments:	𝍸 III ⑧	𝍸𝍸 III ⑬	
4. How was the MODULAR SCHEDULING that was used during the two-day workshop?	𝍸𝍸 𝍸 I ⑯	𝍸 I I ⑦	I ①

5. How many kits did you examine in the option room?

8, 2, 4½, 2, 8, 10, 3, 3, 6, 9, all, 10-12, 8, 7, 3, 10-12, 3, 3,
6, 6-7, 5, 4, all, 16

all - 2
11 16 - 3
6 - 10 9
5 - 10

[illegible]

6. Use descriptive words to describe your reactions to this two-day workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.

7. What do you feel were the two most valuable aspects of the two-day workshop?

8. If this two-day workshop were to be offered again for a different group of participants, what one thing should be eliminated?

9. What was omitted, yet should have been included in this two-day workshop?

10. Suggestions or comments:

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573

TRI-STATE LEADERSHIP WORKSHOP

Rita Harmon
Sue Ann Yovanovich

SUMMARY AND PURPOSE

At the conclusion of the two-day workshop, participants were asked to complete a "Participant Reaction Form." This allowed participants to anonymously record their reactions to the workshop and served as an assessment measure for the workshop staff.

RESULTS

Question #1: "For each session that you attended, please check the appropriate blanks."

This question was designed to allow participants to indicate whether or not the sessions attended were relevant to their needs. Participants were also asked to indicate their future action with regards to the use of the kits. It was expected that the responses would indicate to the workshop staff the relevancy and potential use of the materials.

	Relevant to Your needs?			Will you use in the future?		
	Yes	?	No	Yes	?	No
DESCRIBE YOUR LEARNER	12	0	0	11	1	0
PROBLEMS AND HINTS	4	1	0	4	1	0
BRAILLE READING TRAINING MATERIALS	1	1	0	1	1	0
TASK ANALYSIS GAME	4	1	1	4	0	2
CHARTING BEHAVIOR	9	1	1	6	5	1
EDUCATIONAL PLANNING	15	1	0	14	2	0

	Relevant to your needs?			Will you use in the future?		
	Yes	?	No	Yes	?	No
EDUCATIONAL PLANNING - 2ND SESSION	13	1	0	13	1	0
EDUCATIONAL PLANNING - 3RD SESSION	14	1	0	13	2	0
CREATING DISCUSSION TAPES	1	0	0	1	0	0
POLAR ALGEBRA	7	0	0	5	2	0
COMMUNICATION HANDICAPS	11	1	0	9	3	0
PLANNING WITH TEACHERS	9	2	0	8	3	0
L.D. CARD GAME	8	0	0	7	1	0
EVALUATING A WORKSHOP MATERIAL	9	1	1	9	0	2
L.D. PLANNING PRIORITIES AND NUMBERS/ALPHABET GAME	6	1	0	6	0	0

The response to this question indicates that the participants felt that their needs were met and that they would utilize them in carrying out their local in-service programs.

Question #2: "How useful was the OPTION ROOM?"

Very Useful   Useful   Not Useful

This question allowed the participants to indicate the usefulness of the OPTION ROOM. It was intended to provide input that would clarify participant reactions to the OPTION ROOM.

Of the 25 respondents who answered this question, all felt it was useful - 12 (48%) indicated it was very useful; 13 (52%) indicated useful.

Question #3: "How useful were the OVERVIEW TAPES in the Option Room?"

Very Useful   Useful   Not Useful

This question was designed to provide feedback regarding the usefulness of the OVERVIEW TAPES. It was hoped that the responses would provide input which would guide the workshop staff in preparing overview tapes,for future projects.

Of the 21 respondents who answered this question, 13 (52%) felt that the overview tapes were useful; 8 (48%) felt that they were very useful. The responses indicate that overview tapes were an asset and should be included in future projects.

Question #4: "How was the MODULAR SCHEDULING that was used during the two-day workshop?"

Very Useful Useful Not Useful

This question was designed to elicit participant reactions to the workshop format, ie, modular scheduling. It was hoped that responses would provide input which would assist the workshop staff in planning for future workshops.

Of the 24 respondents who answered this question, sixteen (66.7%) found it to be very useful; 7 (29.1%) indicated useful; 1 (4.2%) did not consider it useful. The responses indicate that the participants had very positive feelings about the modular scheduling. This also indicates to the workshop staff that this format should be planned for a future workshop.

Question #5: "How many kits did you examine in the Option Room?"

This question was designed to provide feedback as to the number of kits examined. It was hoped that the responses would provide input which would assist the workshop staff in planning for future workshops. Hopefully, the responses would yield information such as: time allotment in Option Room; number of kits for examination; use of overview tapes; consultation by SEIMC staff.

Of 24 participants, 10 examined between 1 to 5 of the 32 available kits; 9 examined between 6 to 10; 3 examined between 11 to 16 and 2 examined all of the kits.

Responses indicate that the participants did use the Option Room during the workshop. It would seem that the use of such a format assists the participants in becoming aware of available resources.

Question #6: "Use descriptive words to describe your reactions to this two-day workshop. List the words as fast as they come to you. Limit one minute! No sentences, please."

A total of 153 words were elicited by this response. Of these, 141 (98.2%) were positive and 12 (17.8%) were negative. Those words which appeared 5 or more times were: informative (9); interesting (8); fun (7); good (7); and helfpul (5).

The response indicates that the participants left the workshop with positive feelings.

PARTICIPANT RESPONSES

6. *Use descriptive words to describe your reactions to this Workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.*

(9)	informative
(8)	interesting
(7)	fun
(7)	good
(5)	helpful
(4)	educational
(4)	frustrating (-)
(4)	planned (well planned)
(3)	active
(3)	interaction
(3)	organized
(3)	relevant
(3)	useful
(2)	brainstorming
(2)	enjoyable
(2)	excellent
(2)	exciting
(2)	fast
(2)	great
(2)	ideas
(2)	involved (involvement)
(2)	late (-)
(2)	relaxed (relax)
(2)	stimulating
(2)	structured
(2)	tired (-) (tiring)
(2)	worthwhile
(1)	analyze
(1)	applicable
(1)	a-v materials
(1)	beneficial
(1)	carry over
(1)	casual
(1)	challenging
(1)	choice
(1)	compare
(1)	concentrated
(1)	consistent
(1)	different
(1)	different approaches to problems
(1)	different disciplines
(1)	elementary level mainly
(1)	evaluative
(1)	experiential
(1)	explanations
(1)	facilities
(1)	functional
(1)	glad
(1)	happy
(1)	informal
(1)	input
(1)	insightful
(1)	justifiable
(1)	kits
(1)	knowledgable
(1)	learning experience
(1)	less tiring
(1)	like to do again
(1)	limited on time (-)
(1)	lively
(1)	logical
(1)	lots
(1)	many good features
(1)	meaningful
(1)	more
(1)	motivating
(1)	not real (-)
(1)	not relevant to my needs (-)
(1)	nothing
(1)	other states - more input needed
(1)	people
(1)	personable
(1)	profitable
(1)	quick
(1)	reinforcement
(1)	review
(1)	rewarding
(1)	satisfied
(1)	schedule
(1)	sequence
(1)	share
(1)	some holes (-)
(1)	successful
(1)	teaching tool
(1)	thought provoking
(1)	together
(1)	to-the-point
(1)	valuable
(1)	variety

(-) = negative word

Question #7: "What do you feel were the two most valuable aspects of the two-day workshop?"

This question was designed to assess whether the planned objectives of the workshop were met as perceived by the participants. The responses indicate that participants did perceive the objectives through the workshop and felt that they were met.

Participant response:

(17) Interaction - Provided opportunity to interact with others.
(12) Replicable training materials that were provided.

    (11) Educational Planning
    (1) LD Card Game

(10) Workshop Format.

    (3) Meaningful topics - relevant
    (2) Modular scheduling
    (2) Small group sessions
    (1) Modeling of emphasis on evaluation
    (1) Organization
    (1) Informal with great variety of offerings

(8) Option Room - Provided opportunity to preview a variety of available in-service training materials.
(6) Involvement Activities

Question #8: "If this two-day workshop were to be offered again for a different group of participants, what one thing should be eliminated?"

This question was included to determine which aspects of the workshop should be modified or eliminated. A total of 13 responses (50%) indicated that nothing should be changed and a like number (50%) indentified the formal sharing evening session as unnecessary.

Participant response:

NOTHING (n = 13)

FORMAL SHARING - EVENING SESSION (n = 13)

PRE & POST TESTS (n = 3)

EVALUATION OF WORKSHOP MATERIAL (n = 2)

TASK ANALYSIS (n = 1)

CHARTING BEHAVIORS (n = 1)

Question #9: "What was omitted, yet should have been included in this two-day workshop?"

This question was designed to determine what, if any, participant needs were not met by the workshop. This information would provide input for planning of future workshops. The following areas were specified:

(4) Nothing

(4) Coffee early on first morning

(3) More emphasis on leadership style; planning, conducting and evaluating in-service workshops

(3) More time for group sharing

(3) More time and materials in option room

(3) These topics were omitted:
  (1) Behavior management in the classroom
  (1) Planning for the retarded
  (1) Low functioning learners

Question #10: "Suggestions or comments."

This question was designed to provide participants with an opportunity to react in an unstructured manner on any aspect of the total workshop. Those comments relating to content were positive. Negative comments centered around physical arrangements (facility, starting times, etc.).

Coffee the first morning first!

Very well done!

Workshop should be held later in the school year.

The majority of the kits are appropriate but in listing my priorities they need some revision for my use.

Better eating facilities so can get back to sessions on time.

Beginning on time.

Ending on time.

In regards to modular scheduling -- offer all workshops several times-- give participants master schedule and let them pick and choose, although with a small group such as this, your approach was probably most practical.

Continuation of an option room - maybe expand.

Overall, a very good two-day session.

I feel many of the activities I could never use or adapt. Yet the idea does let me build on it and do something else--yet I needed the idea here! A real learning workshop even if all the activities didn't come through as such.

Every session was good. I enjoyed the fellowship.

9:00 for beginning sessions. Lunch period second day too short.

All sessions in same building. Take off earlier on Friday (2:30 or 3:00) or schedule solid until time to go.

Longer lunch hour on second day.

End session on Friday at 2:30 or 3:00 for those from a distance.

The concept of a self-directing activity was good but there are other good methods. Many teachers will not sit down with a cassette tape or respond to a self-directed activity.

I gleaned from each of the seven sessions attended. Leadership is good. I like the format and modular scheduling.

IN-SERVICE SESSION

Rudyard, Michigan
September 20-21, 1973

1:15 pm	Welcome	Betty Patrick, CRS, Region II
	Overview of goals and objectives for in-service sessions for 1973-74	Jane Walline, Michigan Dept. of Education
	Who's Who	Sue Yovanovich, Randy Gross, Great Lakes Region SEIMC
	Great Lakes Region SEIMC - How We Can Help You	Sue Yovanovich, Rita Harmon, Randy Gross
	Historical overview, policies, etc.	Sue
	News Notes - Idea Series	Rita
	User Authorization Cards	Randy
	Child-Use Mediated Teacher-Use Catalogs	Randy
	Browsing Catalogs	Randy
	PrIMMERS	Randy
	COFFEE AND DOUGHNUTS	
	Development of Associate SEIMCs	Sue
	A Look at Tomorrow's Agenda	Sue, Randy
	Tour of Region II Special Education Learning Media Center	Betty

Friday, September 21

8:30 am	Computer-Based Resource Units (CBRU)	Randy
9:30 am	Review of Dr. Stepp's Media Institute	Sue
	Introduction of Instructional Development Model	Randy, Sue
	Guidelines for product development	Randy, Sue
12:00 pm	Adjournment - Good luck for a successful year! See you on October 18-19.	

PARTICIPANTS

September 20-21, 1973
Rudyard, Michigan

CRSs

Ahn, Grace
Boultor, Sue
Henyon, Henrietta
Herbert, Ben
Oberschulte, Diana
Patrick, Betty
Pritchard, Ralph
Reid, Geneva
Robinson, Janet
Roosli, Eleanor
Russell, Ruth
Schaefer, June
Thomas, Ron
Trafelet, Arnold

CRCs

Benwire, Blanche
Dorie, Marie
Farr, Beverly
Jones, Maryann
Kekke, Robert
Landis, Ray
McGregor, Evelyn
Mellon, Betty
Montroy, Roy
Richards, Don
Wiemer, Gail
Williams, Lyle

Librarians

Babcock, Earl
Grand Rapids

Cousins, Jo
Adrian

Hoag
~~Hoay~~, Marge
Stanton

Long, Muriel
Traverse City

Ringelberg, Harriett
Grand Haven

BEST COPY AVAILABLE

This evaluation [illegible] regarding your reaction to this [illegible] will assist us in planning for [illegible].

[illegible] single [illegible] that describe this [illegible]. Do not use sentences! You have only one minute!

2. Rank the workshop activities in terms of IMPORTANCE to you:

1	2	3	4	5	
5	4	6	9	3	User Authorization Card
5	10	8	2	2	Use of Browsing and Child-Use-Mediated Teacher-Use Catalogs
3	4	4	10	11	Development of Associate SEIMCs (filmstrip/cassette presentation)
3	6	4	2	2	CBRU
2	2	5	4	14	Instructional Development Model

3. Rank the workshop activities in terms of INTEREST to you:

1	2	3	4	5	
0	5	7	4	10	User Authorization Card
3	11	3	8	1	Use of Browsing and Child-Use-Mediated Teacher-Use Catalogs
4	3	6	8	5	Development of Associate SEIMCs (filmstrip/cassette presentation)
17	1	5	1	2	CBRU
2	6	5	5	8	Instructional Development Model

4.a. How much did you know about this activity prior to this workshop?

	Considerable Amount	Moderate Amount	Small Amount	Nothing
User Authorization Card	5	11	5	8
Use of Browsing and [illegible] Catalogs	2	9	14	4
Development of Assoc. [illegible]	1	12	11	6
CBRU	5	9	7	7
Instructional Development Model	2	9	14	3

b. How much do you feel you [illegible] know about it?

	Considerable Amount	Moderate Amount	Small Amount	Nothing
User Authorization [illegible]	22	11	5	8
Use of Browsing a[illegible]	12	15	2	0
Development of [illegible]	5	22	3	0
CBRU	19	9	0	0
Instructional Develo[illegible]	8	18	2	0

IN-SERVICE WORKSHOP EVALUATION

September 20-21, 1973

1. List single descriptive words that describe this workshop. Do not use sentences! You have only minute!

Excellent. Helpful.

Gregorious.

Informative. Fun.

Informative, creative, interesting, enjoyable, structured. (Other - Sue, transparencies GREAT! CLEVER!)

Informative, good location.

Informative, impressive.

Productive, friendly, pleasant, constructive, apt, inspirational, frustrating, problem solving, and problem creating!

Input! Direction! Fun! Confusion! Clarification! Anxiety! Motivation!

Informative, flexibly structured.

Interesting!

Enjoyed, as usual, meeting with other CRCs. Good, fun, sleepy.

Clarifying, informative, initiating.

Informative, however scarey! Good!

Informative, whirl-wind, fun.

Good.

Informative, rapid moving.

Good, ideas, information, problems.

Informative, helpful, well-organized, excellent balance of activities.

I felt you were sensitive to the needs of the people in attendance.

Fast-moving, Informal, Informative, Useful.

Informative, useful.

Very good, informative, comfortable.

Reinforcement, time for coffee& donuts, stimulating, exhausting, practical, helpful, excellent, refreshing, fast-speed, enjoyable, anxiety, big job, consideration.

Very good, too much, too fast, keep it going, tired, happy, willing, trying, motivational.

Reassuring, helpful, informative, mind blowing, great job.

Friendly, caring, motivational.

Moderately informative.

WORKSHOP OBJECTIVES

Media Workshop
for
Division of Special Education, Lansing School District
October 11-12, 1973
The Midwest Regional Media Center for the Deaf
University of Nebraska - Lincoln
in cooperation with
USOE/MSU Regional Instructional Materials Center
Michigan State University

The major goal of this media workshop is to provide a "hands-on" experience which involves the design, selection and utilization of educational media in the teaching learning process. Emphasis is given to ideas for practical application of media in the classroom. Briefly, this includes the following objectives:

1. Each participant should be able to list at least ten different techniques or ideas for using educational media, (Overhead Transparencies, Super 8MM Movies, and Slides) in the instructional process.

2. Each participant should be able to operate various production equipment:
   A. Thermofax Secretary Copy Machine
   B. GBC Laminator
   C. Instamatic Visual Maker
   D. Super 8MM movie camera, tripod and lights

3. Each participant will take part in developing some educational media in the various labs:
   A. Super 8MM film lab (live action and animation)
   B. Slides (copy work and live action)
   C. Transparency lab (color lifts and heat process)

These workshop experiences should provide the participants the basic skills necessary for developing and using educational media in their classroom.

THE UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68508

TEACHERS COLLEGE
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

MIDWEST REGIONAL MEDIA CENTER
FOR THE DEAF

PLEASE REPLY TO:
NEBRASKA HALL 426

COPY

October 16, 1973

Mr. Robert C. Weir
Coordinator Specialist
Lansing School District
Division of Special Education
3426 S. Cedar
Lansing, Michigan 48910

Dear Bob:

Thank you for the excellent organization and the fine help you and your staff extended us during the workshop. We all throughly enjoyed working with your teachers and all who participated so well in all the media activities.

Enclosed is a copy of all who registered. The films are all out for processing and should be back to the participants within two weeks.

Once again, thanks, [illegible] looking forward to [illegible] around successful time.

Sincerely,

Richard H. Young
Media Specialist

Jill Stoefen
Jill Stoefen
Field Coordinator

Conni Taylor
Conni Taylor
Graduate Assistant

enclosure

SAMPLE SCHEDULE

Media Workshop
for
Division of Special Education, Lansing School District
October 11-12, 1973
conducted by
The Midwest Regional Media Center for the Deaf
University of Nebraska - Lincoln
in cooperation with
USOE/MSU REGIONAL INSTRUCTIONAL MATERIALS CENTER
Michigan State University

THURSDAY October 11th

8:30 a.m. Opening Session (large group)

9:00 a.m. Media Labs (three 3-hour rotation groups)

First Lab Rotation:

Lab 1	Lab 2	Lab 3
Group A	Group B	Group C

12:00 LUNCH

1:00 p.m. Second Lab Rotation:

Lab 1	Lab 2	Lab 3
Group C	Group A	Group B

4:00 p.m. Adjourn

FRIDAY October 12th

8:30 a.m. Third Lab Roartion:

Lab 1	Lab 2	Lab 3
Group B -	Group C	Group A

11:30 LUNCH

1:00 Wrap-sup Session (large groups)

2:30 Adjourn

Media Workshop
for
Division of Special Education, Lansing School District
October 11-12, 1973

Marjorie Adcock
Teacher Aide
Walnut Street School
Lansing, Michigan 48906

Ms. Debra Barnoff
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Dawn Beasley
Speech Therapist
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Susan Beson
Teacher of the Hearing Impaired
Reid Road Elementary School
Grand Blanc, Michigan 48439

Ms. Marcia Bowmaster
Teacher of the Hearing Impaired
Boyce Elementary School
3953 North State Road
Ionia, Michigan 48846

Ms. Anne Breard
Teacher
Michigan School for the Deaf
West Court and Miller Road
Flint, Michigan

Ms. Connie Brown
Student Teacher
Walnut Street School
Lansing, Michigan 48906

Ms. Joyce Chapman
Teacher Aide
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Virginia Christensen
Teacher and Counselor
Ionia County Intermediate Schools
342 Lafayette Street
Ionia, Michigan

Ms. Virginia Coppens
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Verna Cox
Teacher Aide
Forrest Averill Elementary School
3201 Averill Court
Lansing, Michigan 48910

Ms. Audrey Fickle
Speech Pathologist
Lapeer County Intermediate Schools
1996 West Oregon
Lapeer, Michigan 48446

Ms. Sue Flessland
Teacher
Lahser High School
3456 Lahser Road
Bloomfield Hills, Michigan 48013

Avis Forsyth
Teacher
Dwight Rich Junior High
2600 Hampden Drive
Lansing, Michigan 48910

Ms. Jill Frank
Teacher-Counselor
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Janenne Grinnell
Teacher Aide
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Mrs. Barbara Kellogg
Teacher
Winfred Graevner School
52118 Van Dyke
Utica, Michigan 48087

Ms. Meredith Kennedy
Student Teacher
Walnut Street School
Lansing, Michigan 48906

Ms. Jeanette J. Lester
Teacher
Walnut Street School
1012 Walnut Street
Lansing, Michigan 48906

Ms. Sue Louisignau
Teacher
Michigan School for the Deaf
West Court and Miller Road
Flint, Michigan

Mr. Ted Mitchell
Consultant
Cheboygan-Otsego-Presque Isle
Intermediate School District
6065 Learning Lane
Indian River, Michigan

Ms. Nancy Mosher
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Cynthia Murphy
Teacher
Lahser High School
3456 Lahser Road
Bloomfield Hills, Michigan 48013

Ms. Marj Neubacher
Teacher
Lahser High School 3456
3456 Lahser Road
Bloomfield Hills, Michigan 48013

Ms. Donna Nugent
Teacher
Michigan School for the Deaf
West Court and Miller Road
Flint, Michigan 48502

Ms. Adelle Pugh
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Sherry Roach
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Mrs. Leslie Schroeter
Primary Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Bernie Sermak
Teacher
Walnut Street School
1012 North Walnut
Lansing, Michigan 48906

Ms. Janet Spence
Teacher
Handley School
3021 Court Street
Saginaw, Michigan 48602

Ms. Carol VanHoaren
Teacher
Averill Elementary School
3201 Averill Court
Lansing, Michigan 48910

Mr. Gordon Thomas
Teacher-Counselor
Hill Community High School
5815 Wise Road
Lansing, Michigan 48910

Mr. Robert C. Weir
Coordinator
Lansing School District
3426 South Cedar
Lansing, Michigan 48910

Ms. Mary Worniak
Teacher
Walnut Elementary School
1012 North Walnut
Lansing, Michigan 48906

Ms. Lorene Zagata
Teacher
Frank Schall Elementary School
325 E. Frank Street
Caro, Michigan 48723

AGENDA

November 5, 1973
Butler University

9:30 - 10:00 am	-	Registration
10:00 - 12:00 am	-	Select-Ed Presentation - Vince Shortt
12:00 - 1:00 pm	-	LUNCH
1:00 - 1:45 pm	-	Sue Ann - IMC/RMC Network Services offered by GLRSEIMC
1:45 - 2:00 pm	-	Rita - News Notes Idea Series
2:00 - 3:30 pm	-	Randy - Browsing Catalogs CT Catalogs CBRU Explanation
3:30 pm	-	ADJOURNMENT

INDIANA IN-SERVICE WORKSHOP

November 5, 1973
Butler University

Paul Ash, Coordinator IMC
Box 100 - Butler Univ.
4600 Sunset Ave.
Indianapolis, In. 46208

Linda Blanton
(for Dr. H. Schroeder)
Developmental Training Ctnr.
10th & By Pass
Indiana Univ.
Bloomington, In. 47401

Jerry Bowling
208 N. Warman Ave.
Indianapolis, In. 46222

Devota Burros
(for Dr. J. VanTassel)
Dept. of Spec. Educ.
Ball State Univ.
Muncie, In. 47306

Robert Currie
Spec. Educ. Dept.
Purdue Univ.
W. Lafayette, In. 47906

Dick Eisinger
Dept. of Mental Health
1315 W. 10th St.
Indianapolis, In. 46202

Jim Horton
Special Services Unit
Madison State Hosp.
Madison, In. 47250

Don Reynolds
Room 10-A Ludwig Park
400 Jackson Park Drive
Seymour, In. 47274

Bob Robertson
Northern Reg. Service Cntr.
635 S. Main St.
South Bend, In. 46623

Glen Taylor
1836 College Ave.
Huntington, In. 46750

Carol Weller, Coordinator
Northeast RIRC/HCY
2701 Spring St.
Fort Wayne, In. 46808

Doris Williams
Dept. of Spec. Education
Indiana State Univ.
Terre Haute, In. 47809

V

AGENDA

Program Profiles For The Severely And Profoundly Mentally Retarded

January 18, 1974
Indianapolis, Indiana

Martha S. Rowland, Ph.D.
Assistant Professor of Special Education
University of Virginia

9:30 - 10:00 am	Registration - Coffee and Donuts
10:00 - 10:30	Inservice Training Techniques for Staffing SMR, PMR Programs
10:30 - 12:00	Planning Sensible Modifications of Behaviors in SMR, PMR Students
12:00 - 1:00	LUNCH
1:00 - 2:30 pm	Training Early and Pre-Language Skills
2:30 - 2:45	Break
2:45 - 3:15	Operating Effective and Relevant Programs for the SMR and PMR
3:15 - 3:30	Evaluation

23 respondents

GREAT LAKES REGION SEIMC

IN-SERVICE WORKSHOP EVALUATION

January 18, 1974	Program Profiles for the Severely & Profoundly Retarded
Date	Title of Workshop
Indianapolis, Indiana	Dr. Martha S. Rowland
Location	Presenter

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

13	special education teacher	1	in-service educator
	regular classroom teacher		student
5	administrator	4	other (specify) 1 - psychologist 1 - speech therapist 1 - multi-hdcp. unit leader 1 - psychometrist

1. Organization of presentation

	18	3	1			
(positive)	5	4	3	2	1	*(negative)*

2. Was the selected media appropriate to the presentation of subject

19	3			
5	4	3	2	1

3. Clarity of instructional objectives

18	3	1		
5	4	3	2	1

4. Personally useful to me

14	5	1	2	
5	4	3	2	1

IN-SERVICE WORKSHOP EVALUATION

7. Specific *positive* comments you would care to make about any aspect of this presentation.

Handouts and material are much appreciated. Overall, a very interesting day.

Good over-all presentation.

Very well organized and presented. Dr. Rowland was most patient and cooperative in answering questions.

Dr. Rowland has excellent knowledge of the subject and was able to make the presentation interesting and informative.

Presenter was excellent - very knowledgeable and perceptive in area.

I feel I have a good or rather better idea of how to set up a program of training the PMR child and a better idea of content.

Excellent presentation and explanation of material.

The presentation was extremely useful to me in that I have two children in my room that I think the language program will help.

You are a very humanistic, warm individual who shows through your enthusiasm and concern for the retarded! You have make me think - Particularly about ACCOUNTABILITY! Thank you and good luck.

Very relevant and useful to me. It is difficult to find pertinent materials for this group.

Videotaped sessions, content of presentation, and hand-out materials were excellent. Although presently involved with TMR children, I feel much of today's presentation is applicable. Well worth the time spent.

Videotape very helpful.

Only a desire that more of our staff could see this - and see that it can be done - that some kids can do somethings.

Dr. Rowland was well organized and presented many valuable ideas for curriculum. She is an excellent speaker!

Visual aids.

Very good reinforcing and good selection of media to get the program across.

(Question #7 continued):

The content was excellent. The attempt of applying this information is extremely important and useful.

Presented a host of realistic alternatives and program possibilities. Very thorough. I appreciated in-service suggestions.

I feel I have gained tremendously from this symposium. I realize where I have missed the boat in some respects and am encouraged that there are many things I am doing well. Your preparation is excellent and this appears to be a program which should be accepted by many. I'm anxious to try it.

Few simply put to my actual functions.

IN-SERVICE WORKSHOP EVALUATION

8. Specific *negative* comments you would like to make about any aspect of this presentation.

More should have been covered concerning SMR and PMR at earlier stages (non-verbal, non-stimulable) and how to deal with specific problems.

Too simplistic. Many important variables (especially concerning effective use of reinforcement principals) were not discussed. More emphasis on SMR and little discussion of effective programming for PMR -- what about multiple-handicapped, motor-involved PMR.

Too much time was spent on basic concepts for me.

A little long and the introduction to behavior modification might be condensed.

Too basic at times - more specific areas.

Dealt with individuals in ideal situations; a bit idealistic for most teachers.

The organization of presentation and materials should be improved.

The testing aspect was a bit laborious. Could be streamlined so that people would understand the basic sequence and concepts without having to go through each step.

Perhaps a reevaluation of the tapes could be done and some group tapes could be made to provide those of us in PMR classrooms with a more realistic picture of the program.

"PROGRAM PROFILES FOR THE SEVERELY AND PROFOUNDLY RETARDED"

REGISTER

	NAME	CITY	SCHOOL CORPORATION
1.	Mary Hobbs	Franklin	Johnson City Spec. Services Sch.
2.	Sandra Todd	Greenwood	Johnson City Spec. Services Sch.
3.	Beth Gilligan	Franklin	Johnson City Spec. Services Sch.
4.	Joann Linsmith	Shelbyville	Shelbyville Central School
5.	Lisa Bauman	Indianapolis	Perry Township
6.	Noel G. Reed	Bluffton	Adams & Wells Joint Services
7.	Janet Lane	Greencastle	Putnam W. Hendricks
8.	Glen Taylor	Indianapolis	DPI
9.	Sonja Eubank	Indianapolis	Perry Township
10.	Pat Newman	Indianapolis	Perry Twshp RISE
11.	Betty Due	Indianapolis	Perry Twshp RISE
12.	C. Charles Greiner	La Porte	South La Porte Comm. Coop.
13.	Patricia Riggan	Indianapolis	Cold Spring School, IPS
14.	Sally Graham	Indianapolis	Cold Springs
15.	Grace Hull	Plymouth	Joint Services Sp. Ed.
16.	Joanna Harris	Plymouth	Joint Service Sp. Ed
17.	Calissa Berkshire	Connersville	Fayette Co.
18.	Bob Donaldson	Indianapolis	DPI
19.	Jan Wheeler	La Grange	Westview Sch. Corp
20.	Luana Burris	Crawfordsville	Crawfordsville Comm.
21.	Michael Hooley	Logansport	Logan Comm. Schools
22.	Susan Ellsbury	Indianapolis	DPI
23.	Stuart Swenson	Hammond	Hammond P.S.
24.	Karen Day	Warsaw	Warsaw
25.	Carol Weller	Ft. Wayne	N.E. IN IRC
26.	Normandie Mindheim	Bedford	No. Lawrence Co. PS
27.	Karen Lois Brown	Redkey	Jay School Corp.
28.	Diane Hanlin	Portland	Jay School Corp.
29.	Ron Lewis	Carmel	Hamilton-Tipton Sp. Ser. Coop.
30.	Marjorie Schroch	Berne	South Adams
31.	Gene Clemens	Berne	South Adams
32.	Bob Handlon	Valparaiso	Porter Co. Sp. Ed.
33.	Jan Pinkerstaff	Valparaiso	Porter Co. Spec. Ed.
34.	Ron Myers	Greenfield	Hancock So. Mad. Jt. Ser.
35.	Cyndi Smith	South Bend	So. Bend Comm. School Coop.
36.	Kathy Pedretti	So. Bend	South Bend Comm. School Coop.
37.	Kathy Mitchell	South Bend	South Bend Community Sch. Coop.
38.	Noel Erickson	Highland	N.W. Sp. Ed. Coop.
39.	Linda Eszenyi	Highland	N.W. Sp. Ed. Coop.
40.	Pam Herman	Highland	N.W. Sp. Ed. Coop
41.	John M. Keifsrider	New Haven	East Allen Co. Schools
42.	Sarah Litch	Ft. Wayne	East Allen Co. Schools
43.	Gerald Bellistri	Ft. Wayne	EastAllen Co. Schools
44.	Arthur Spohr	Highland	N.W. Sp. Ed. Coop.
45.	Jan Olszewski	Highland	N.W. Sp. Ed. Coop.
46.	Janet Meeks	Highland	N.W. Sp. Ed. Coop.
47.	Lynn Eckart	Wayne Twp.	Indianapolis
48.	Jim Alley	Indianapolis	Wayne Township

AGENDA

Thursday, October 18, 1973

9:30 am - Registration, coffee and rolls

10:00 am - Welcome - discuss 2 day agenda
Announcements - Jane

10:30 am - Distribute CBRU information sets and copies of request forms - Answer any questions regarding CBRU use.

10:45 am - "Selected Retrieval and Information Systems"

11:15 am - PrIMMIRS -- Question and Answer period
Distribute -- CEC Thesaurus
PrIMMIRS Thesaurus

11:30 am - Adjourn for LUNCH

1:00 pm - Select-Ed

2:45 pm - Coffee Break

3:00 pm - Russ Andreotti

3:30 pm - Diana Oberschulte

4:00 pm - Jan Fortenbacher

AGENDA

Friday, October 19, 1973

8:15 am - Review Session (for those not in attendance at September meeting).

9:00 am - Individual Reports (2 groups - white)

9:30 am - Apparent Solutions (large group)

10:00 am - Advantages and Disadvantages (individual - blue)

10:15 am - Feedback on Solutions, etc. (2 groups)
(Re-evaluate problem, choose one solution)

10:45 am - FUNCTION 2 - Analyze Setting - (large group)
Randy - transparency

FUNCTION 3 - Organize Management - Randy

11:00 am - FUNCTION 4 - Identify Objectives
Write objectives - (individual)
Analyze objectives - (2 groups)

LUNCH

1:00 pm - FUNCTION 5 - Specify Methods
Transparency - Randy (large group)

1;30 pm - Answer Questions and Complete Chart - (individual)

1:45 pm - Analyze Chosen Method - (2 groups)

2:15 pm - Summary - Assignment - (large group)

2:30 pm - A Look at Next Month's Program
Evaluation of Workshop

CRC-CRS IN-SERVICE WORKSHOP

October 18-19, 1973
East Lansing, Michigan

Participants

Dave Williams
Janice Frieder
Ben Herbert
Russ Andreotti
Nancy Mast
Thomas Trantum
Betty Mellon
Lucile Karner
Arnold Trafelet
Janet Robinson
Jo Cousins
Evelyn McGregor
Marie Dorie
Bob Kekke
June Schaefer
Roy Montroy
Betty Patrick
Henrietta Henyon
Ralph Pritchard
Rom Risto
Ray Landis
Ruth Russell
Ellie Roosli
Maryann Jones
Peggy Tenney
Sharon Sergent
Jan Fortenbacher
Betsy Ross

BEST COPY AVAILABLE

22 respondents

WORKSHOP EVALUATION

Michigan CRGs
East Lansing, Michigan
October 18-19, 1973

Please rate the following segments of the workshop on a 5 point scale in reference to their perceived benefit to you:

	POOR				GOOD
1) Northwest SEIMC filmstrip-tape set on CEC and CBRU	1	2	(2) 3	(6) 4	(14) 5
2) Prescriptive Materials Retrieval System (PMRS) or Select-Ed	1	2	3	(1) 4	(21) 5
3) PrIMMIRS (keysort card system)	1	(1) 2	(5) 3	(11) 4	(4) 5
4) Sharing of 3 Michigan CRSs cataloging systems.	1	(1) 2	(4) 3	(9) 4	(8) 5
5) Friday's Instructional Development session	1	(1) 2	(7) 3	(6) 4	(8) 5
6) How would you rate the total two-day workshop?	1	2	(1) 3	(9) 4	(12) 5
TOTAL:	0	3	19	42	67

COMMENTS:

WORKSHOP EVALUATION

October 18-19, 1973

COMMENTS:

These sessions are extremely helpful - the chances to share ideas and systems and materials available especially.

Very good workshop. Helpful. Enjoyable.

I appreciate the close cooperation and help I have already received in preparing me to do my job better. Thank you.

Very fine two-day session. I was up-tight initially about the media presentation but feel very much more comfortable knowing what I'm going to do. Dave was a big help to me in clarifying my thinking.

Thursday was really a good day - Friday was kind of loose!

Very informative. Lot of information packed into time.

Well done.

Good - interesting - informative - helpful.

BEHAVIOR MODIFICATION IN THE CLASSROOM

Agenda

Larry J. Masat

November 29

7:00 P.M.	Pretest
7:15	Discussion - Workshop Introduction Content and Procedures Availability of Media Complexity of Behavior and its Influences
7:30	Discussion - Basic Tenets Research Basis Behavior Management Predictable, Measurable Effects Changing ourselves (as teachers) Social and Academic Behaviors Systematic Programming Definitions of Terms and Procedures Precision and Consistency Operant Conditioning Model
7:45	Film Exercise - Observation and Recording Teacher Presentation Teacher Expectations Pupil Response
8:00	Discussion - Recording Behavior Rate Duration Time Sampling Graphing
8:15	Discussion - Target Behavior and Goals Characteristics of Target Behaviors Problems of Definition Statement of Goals
8:35	Small Group Interaction (4-5 participants) Description of Individual Targets and Goals Total Group Discussion

9:00 P.M.	Discussion - Assessment of an Operant Operant Levels - Readiness Baseline and Multiples Program Models
9:15	Tape - Filmstrip Exercise - Consequation
9:35	Discussion - Reinforcement and Extinction Accelerating Consequences Negative Attention and Help Catching Children Being Good Taking for Granted what we Expect
10:00	Adjournment

November 30

9:00 A.M.	Discussion - Classroom Reinforcers Grades Attention Categories
9:20	Discussion - Alternatives to Reinforcement and Extinction Punishment Negative Reinforcement Differential Reinforcement Response Cost Time Out Pairing and Fading
9:45	Film Exercise - "Who Did What to Whom?"
10:25	Discussion - Assuring Success Film Excerpt - "Rewards and Reinforcements" Film Excerpt - "Help for Mark" Shaping Cueing, Signaling Prompting Reverse Chaining
11:00	Coffee
11:15	Discussion - Schedules of Reinforcement Performance Rates Time Intervals Learning and Retention Curves Tokens as Conditioned Reinforcers
12:00	Lunch

1:00 P.M.	Discussion - Classroom Control Modelling Self-Evaluation (teacher) Self-Recording (pupil) Peer Tutoring Behavior Contracting RE Menus and Areas
2:30	Coffee
2:40	Discussion - Ethical and Practical Criticisms
3:40	Posttest
3:50	Wrap-Up
4:00	Adjournment

BEHAVIOR MODIFICATION WORKSHOP

November 29-30, 1973
East Lansing, Michigan

PARTICIPANTS

1. Don Richards
2. Ralph Pritchard
3. Tom Trantum
4. Ben Herbert
5. Ray Landis
6. Henrietta Henyon
7. Ruth Russell
8. Betsy Ross
9. Ellie Roosli
10. Janet Robinson
11. Janet Wallace
12. Jane Walline
13. Maryann Jones
14. Dennis Farley
15. Arnold Trafelet
16. Gerald Waite
17. Dave Smrchek
18. Susan Boulter
19. Lucille Karner
20. Betty Patrick
21. Jan Fortenbacher
22. Peg Tenney
23. Betty Mellon
24. Verla Mohler
25. Lyle Williams
26. Geneva Reid
27. Bev Farr
28. Roy Montroy
29. Don Beall
30. Evelyn McGregor
31. Russ Andreotti
32. June Schaefer
33. Ron Thomas
34. Blanche Benwire
35. Bob Kekke
36. Barb Watson
37. Gail Wiemer
38. Nancy Mast
39. Colette Witherspoon

29 respondents

GREAT LAKES REGION SEIMC

IN-SERVICE WORKSHOP EVALUATION

November 29 & 30, 1973	Behavior Modification
Date	**Title of Workshop**
East Lansing, Michigan	Larry J. Masat
Location	**Presenter**

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

5	special education teacher	22	in-service educator
	regular classroom teacher		student
	administrator	2	other

1. Organization of presentation

	5	11	10	3	0	
(positive)	5	4	3	2	1	*(negative)*

2. Was the selected media appropriate to the presentation of subject

11	12	4	1	1
5	4	3	2	1

3. Clarity of instructional objectives

4	8	14	3	0
5	4	3	2	1

4. Personally useful to me

6	8	10	3	2
5	4	3	2	1

5. Relevance to my current professional role

8	11	7	3	0
5	4	3	2	1

6. Overall rating of this presentation

6	14	6	2	1
5	4	3	2	1

7. Specific *positive* comments you would care to make about any aspect of this presentation.

(See attached sheet)

8. Specific *negative* comments you would like to make about any aspect of this presentation.

(See attached sheet)

IN-SERVICE WORKSHOP EVALUATION

November 29-30, 1973

Behavior Modification

7. Specific *positive* comments you would care to make about any aspect of this presentation:

Thorough review of behavior modification, however, most people were exposed to this material before. It was a good review and well organized with proper media used.

Larry Masat is a fine presentor. The media he used supported his presentation and answered questions.

Multi-media presentation as technique for presenting to teachers very helpful.

Larry covered a large area of Behavior Modification in a short time. I was enlightened in the subjects of: "Changing Ourselves as Teachers," systematic programming, precision and consistency, recording behaviors, and the film strips on consequation. May I say the coffee breaks were also enjoyable.

It helped me to define behavior more objectively - which in turn will help me in assisting teachers. It is always so difficult to specify the behavior that is to be focused on.

Very interesting and a totally new field for me. Will be contacting local people who are doing this type of modification for more understanding.

I felt that the presentation was well presented but the nature of the material is such that it is difficult for many to grasp. I thought the workshop atmosphere was a good way to present it. Attempts were made to adapt material to personal situations and problems.

Presentor was personable, informal and could clarify problems. Informality of sessions allowed for cross-dialogue. Examples given were helpful in illustrating concepts. Difficulty in variances in prior familarity with topic fairly well adapted to by presentor. I picked up some new methods of presentation for behavior modification workshops but for the most part, level of difficulty to high to present to teachers and parents.

Larry shows great human sensitivity.

(Question #7 continued):

Interaction good - Freedom to question.

Very interesting presentation!

Resources shared with us!

Very knowledgeable on his topic.

Films and handouts.

I need to learn more about these techniques as apparently they do get positive results.

Subject relevant. Movies excellent. Sincere delivery. Good beginning - more clarification needed on regular basis. Pre-Post test idea good. Points out my need for clarification of behavior modification techniques over greater length of time.

Well organized. Interesting. Appreciated having an agenda.

Well prepared and interesting.

Discussion format great and presenter most likable and congenial which set positive tone for whole meeting. Agenda and time were as set up on green sheet. Continuously was ++ for learning!!

8. Specific *negative* comments you would like to make about any aspect of this presentation:

Too classroom oriented. Needed more small group work.

I came to the in-service with the understanding that the subjects we were asked to choose would be followed through on a total behavior modification program sequence. I really wanted an expert to help me organize a program to help and show teachers how a program can be useful and possible in the classroom setting. I wanted the actual "how to" in-service.

We wanted an opportunity to design a program with the help of a professional. We wanted to learn to use the method, not about the method. I guess it was the chairs and not the program.....

Much too basic; I attended with the understanding that the presentation would be more in depth.

Sitting, listening, lecture type presentation was very difficult for me. Questions from audience were poorly answered. Noise and activity of audience was distracting and I imagine unnerving to speaker.

I wish that I had more time to digest the wealth of information that came my way. Perhaps, next time, Larry might give us handouts of various terms and definitions leaving us more time to listen rather than being busy taking notes. I liked Mr. Masat's method of presentation--confident, knowledgeable, and happy. His many smiles helped me to enjoy, "that day in Lansing."

The presentation was like a "short course" all in one. Personally, I was saturated by 11:00 am on Friday - I needed to try a few things which he was discussing. We learn by doing - I think that we should remember that during our own in-service. Talking "at" people for long periods of time reduces tne quality and quantity of learning. I would have liked to role-play within small groups, then we could have ourselves analyzed whether we were giving positive reinforcement, negative reinforcement, etc. There was not sufficient opportunity to digest the differences - that comes from doing. In this respect, I hope that we remember to practice what we preach: conduct in-services similarily to effective methods of classroom teaching.

Terminology - difficult to understand; more background necessary to feel secure. Films need replacing. Please - more frequent breaks for moving and relaxing, both mentally and physically.

(Question #8 continued):

At this point we need get togethers that focus on our specific problems (eg. circulation, cataloging, purchase in context with our specific political problems.)

Physical set-up. Seating should include tables as writing was difficult. Setting too formal as was. In spite of this, there was an informal atmosphere.

No tables to write on.

Too long to sit!

Would like to have more time for question/answer. Would like to have list of names and addresses.

None - just seat got hard!

Better organization, pacing--

Too carried away on individual questions, I could not hear. Seemed to use too many same words for similar implications.

It did not appear to be the most appropriate for the CRSs-CRCs to spend as much time on this subject. It perhaps would have been better to spend this time with E.D. or Soc. Wks. As curriculum resource the presentation should have been the source or goal attainment should have been done. Did not have as much practical applications as I had hoped.

The only limitation is my own ignorance to this point.

Content was heavy for the time - So was the nicotine smoke in the room.

Poorly presented. Better organization needed for me. Lost almost 2/3 of his subjects during workshop. Lacked enthusiasm. Too much technical information to be absorbed in this length of time for me. Required to sit too long. Not enough participation for each of us. Test too tiring. Good ideas but too comprehensive for me.

CRC AND CRS IN-SERVICE WORKSHOP

Friday, February 22, 1974

MEA Building
(Across from the Grate Steak on South Saginaw in East Lansing)

8:30 - 9:00 am	Coffee and donuts
9:00 - 10:00	Discussion - 1) General concerns of CRSs & CRCs. 2) Selection of representatives to CRC & CRS advisory council and supervisor's group. 3) Michigan CEC - Janet Robinson.
10:00 - 10:45	Cataloging Committee State cataloging plans.
10:45 - 11:30	Media Show and Tell Results of January 29 workshop.
11:30 - 1:00 pm	LUNCH
1:00 - 3:00	"I CAN" Dr. Janet Wessel and staff. Physical Education Project for the handicapped.

CRC-CRS IN-SERVICE WORKSHOP

February 22, 1974
East Lansing, Michigan

Participants

Ruth Russell
Don Richards
Ben Herbert
Jan Frieder
Ellie Roosli
Arnold Trafelet
Peggy Tenney
Blanche Benwire
Diana Oberschulte
Sue Boulter
Nancy Mast
Bev Farr
Roy Montroy

Ray Landis
Russ Andreotti
Ralph Pritchard
Jan Fortenbacher
Ron Thomas
Grace Ahn
June Schaefer
Henrietta Henyon
Geneva Reid
Bob Kerke
Tom Trantum
Betty Mellon

AGENDA

Workshop: Parent Counseling Role of the Special Educator
December 17, 1973
Indianapolis, Indiana

Leader: Raymond J. Dembinski, Ed.D.
Assistant Professor of Special Education
Northern Illinois University

9:00 Introduction

9:15
I. Role:Realized or Ignored
II. Parent Counseling
    A. Professional View
    B. Parent View
    C. Reality:Problem Orientation

10:15 Break

10:30 III. Implications of Problem - Oriented Approach

11:15 Discussion

12:00 Lunch

1:00 Parent Counseling Strategies
    1. Professional Recommendations
    2. Parent Recommendations

2:15 Break

2:30 Discussion

3:00 Evaluation

PAUL ASH, COORDINATOR
INSTRUCTIONAL MATERIALS CENTER
BOX 100, BUTLER UNIVERSITY
4600 SUNSET AVE
INDIANAPOLIS, IND 46208

"PARENT COUNSELING" WORKSHOP DEC. 17, 1973

NAME	CITY	SCHOOL CORP.
Linda Woods	Bloomington	MCCSC
Bob Donaldson	Indianapolis	DPI
Sandy Lambrecht	Plymouth	Plymouth Joint Ser. Sp.Ed.
Linda Lashbrook	Indianapolis	IPS
Judy Rogers	Indianapolis	State Department
Glen Taylor	Huntington	DPI
Robert Wooft	Indianapolis	Pike
Robert S. Pasfield	Madison	Madison Comm. Schools
Rauric P. Ringlaber	Madison	Madison Cons. Schools
Ronald W. Zrull	Crawfordsville	West Cent.Ind.Spen.Co-op
W. Bruce Davis	Crawfordsville	'' '' ''
Ron Myers	Greenfield	Greenfield Center
Mary L. Armfield	Kokomo	Kokomo-Center
Scott DeHaven	Marion	Marion Comm. Sch.
Lowell Schultz	Marion	Marion Comm. Sch.
Peggy Orth	Indianapolis	Pike
Marsha Austen	Logansport, Ind.	Logansport Comm. Sch.
Lowell Smith	New Albany	New Albany-Floyd Co.
Bob Hannan	Sunman	R-O-D Co-op
Bill Mittendorf	Sunman	R-O-D Co-op
Sherri Strawser	Ft. Wayne	N.E. Ind. IRC
Bernard Solomon	Ft. Wayne	St. Francis College
Mary Hildebrandt	Logansport	Logansport JSSE
Sue Stanby	Logansport	" " "
David Barnett	Logansport	" " " "
John N. Haan	Logansport	Logansport JSSE
Gay Worth	Indianapolis	DPI
John H. Hess	Salem	West Washington
Marcella C. Egnes	Indianapolis	DPI

STATE of INDIANA

Dr. Harold H. Negley Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
ROOM 229 – STATE HOUSE
AREA CODE 317-633-6610

INDIANAPOLIS 46204

INSTRUCTION MATERIALS CENTER
Box 100, Butler University
4600 Sunset Avenue
Indianapolis, Indiana 46208
Phone (317) 633-5259

December 11, 1973

MEMORANDUM

TO : Sue Yovanovich

FROM: Paul Ash

RE : Workshop Participants

Enclosed is the list of particpants which you requested. This list is not complete and we are expecting a greater turnout than is indicated.

PA:ad
enclosure

27 respondents

GREAT LAKES REGION SEIMC

IN-SERVICE WORKSHOP EVALUATION

December 17, 1973
Date

The Parent Counseling Role of the Special Educator
Title of Workshop

Indianapolis, Indiana
Location

Dr. Ray Dembinski
Presenter

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

___ special education teacher
___ regular classroom teacher
10 administrator

6 in-service educator
___ student
11 other = 4 psychometrist
3 social worker
2 consultant
1 psychologist
1 counselor

1. Organization of presentation

	14	9	3	0	0	
(positive)	5	4	3	2	1	*(negative)*

2. Was the selected media appropriate to the presentation of subject

16	7	2	1	0
5	4	3	2	1

3. Clarity of instructional objectives

11	11	3	1	0
5	4	3	2	1

4. Personally useful to me

12	9	6	0	0
5	4	3	2	1

5. **Relevance to my current professional role**

16	7	4	0	0
5	**4**	**3**	**2**	**1**

6. **Overall rating of this presentation**

15	9	3	0	0
5	**4**	**3**	**2**	**1**

7. **Specific *positive* comments you would care to make about any aspect of this presentation.**

(See attached sheet)

8. **Specific *negative* comments you would like to make about any aspect of this presentation.**

(See attached sheet)

IN-SERVICE WORKSHOP EVALUATION

December 17, 1973

The Parent Counseling Role Of The Special Educator

7. Specific *positive* comments you would care to make about any aspect of this presentation.

I was present for only PM sessions - approach of remarks was positive and seemed sound. In view of a long period of experience, have had to apply these techniques, and use rationale suggested. It was helpful to understand problems and points of view of educators from other areas.

The role playing activity was most beneficial.

Clarification of parents feelings and expectations concerning conferences and professionals. Bibliography and specific recommendations regarding the handling of parent conference/counseling situations.

Liked the group involvement methods. Speaker appeared sincere in his efforts to help the people in attendance. Role playing with task audience.

Appreciated the specific suggestions to special educators. Something they can actually use.

Methods of presentation - varied and appropriate.

Well organized and material dissemination relevent to current problems in field.

Very sincere, down to earth, presentation.

Very appropriate subject matter. Informal atmosphere. Practical application.

Good informal approach. Liked use of role-play. Workshop was pretty well "reality" oriented. I enjoyed it.

Interesting topic - speaker very good and down to earth - handled problems and questions realistically.

Excellent - interest kept up all through in informal way.

(Question #7 continued):

Speaker was informal and informative.

Good handouts. Well-organized presentation.

Handouts - very beneficial. Discussion and presentation - practical!!

Enjoyed structure of workshop. Good to get participants involved. Appreciated knowledge of the presenter!!

The morning presentation was very well done - organized and specific.

Very good session. I feel the involvement of some parents would be excellent.

8. Specific *negative* comments you would like to make about any aspect of this presentation:

Unsure of purpose (explicit). Group didn't get to know each other.

None

Poor preregistration information. How about sending outline of program prior to we know if program is going to be relevant.

Since I heard only the latter part, I responded to only a few questions.

None

Tapes - a bit long in am. Discussion after lunch - not directive at times.

Could have used more "workshop" involvement of participants.

(Question #8 continued):

Should be on more local levels; so more local school administrators, teachers, etc., could benefit.

Have a real "hang-up" about starting meetings on time. I make a real effort to arrive on time and expect meeting to start when stated on announcement.

Afternoon session on rewording of "jargon" was a waste of time and boring.

Too bad there were not principals and regular classroom teachers in attendance.

Spoke in generalities - most good counseling is really only good common sense.

(Question #8 continued):

Too much to get into a day - got tiring.

Primary concerns of group not related to any academic growth rather mandatory CRC-CRS functioning. Time needed for exchange of pertinent issues.

Seats got awful hard - needed more, short, breaks. Would have liked models first, then verbal discussion about. Would have liked specific examples of application of various types of sequences of behavior besides movies, slides.

MIDWEST REGIONAL MEDIA CENTER for the DEAF
Teachers College UNIVERSITY OF NEBRASKA Department of Educational Administration
MIDWEST REGIONAL MEDIA CENTER FOR THE DEAF
Nebraska Hall 175 402-472-2141 Lincoln, Nebraska 68508

March 19, 1974

Miss Sue Yovanovich
Field Service Coordinator
Great Lakes SEIMC
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Dear Sue:

Enclosed are two items pertaining to the media workshops in South Bend (April 8-9) and Indianopolis (April 10-11):

1. Schedules
2. Equipment Checklists

Even though we will require the same equipment for both workshops, I included to checklists. Hopefully, both locations will be able to provide most of the needed equipment, espeically the video tape cameras and decks.

As usual, the participants will be divided into three groups and they will rotate into each of the media labs. This setup will require the use of three classrooms. There should be a water source in, or near, the room that will be used for Overhead Transparencies. Also we will need a room large enough to hold everyone for the opening session. One of the lab rooms can serve as the main meeting area, if it is large enough.

Yes, we would like to have you teach the transparency sessions. Also, we will make reservations for you at the same motel. We'll let you know all the details as soon as the staff is assigned, flight schedules made, and motel reservations confirmed, etc.

Thank you for all your help. See you at the Symposium.

Sincerely,

Ron

Ronald R. Kelly
Coordinator of Instruction

RRK/bgs

enclosures

SCHEDULE

Media Workshop
for
South Bend Area Teachers of the Hearing Impaired
April 8-9, 1974
conducted by
The Midwest Regional Media Center for the Deaf
University of Nebraska - Lincoln
in cooperation with
Great Lakes Region Special Education
Instructional Media Center
Michigan State University

MONDAY April 8th

4:00 p.m. Opening Session (large group)

4:30 p.m. Media Labs (three rotation groups)
First rotation

Group A	Group B	Group C
Instructional Television	Overhead Transparencies	Slides

6:30 p.m. Adjourn

TUESDAY April 9th

9:00 a.m. Visual Communication

9:45 a.m. Coffee

10:00 a.m. Media Labs
Second rotation

Group A	Group B	Group C
Slides	Instructional Television	Overhead Transparencies

12:00 LUNCH

1:15 p.m. Media Labs
Third rotation

Group A	Group B	Group C
Overhead Transparencies	Slides	Instructional Television

3:15 p.m. Wrap-up Session

4:00 p.m. Adjourn

SCHEDULE

Media Workshop
for
Indianapolis Area Teachers of the Hearing Impaired
April 10-11, 1974
conducted by
The MIdwest Regional Media Center for the Deaf
University of Nebraska - Lincoln
in cooperation with
Great Lakes REgion Special Education
Instructional Media Center
Michigan State University

WEDNESDAY April 10th

4:00 p.m. Opening Session (large group)

4:30 p.m. Media Labs (three rotation groups)
First Rotation

Group A	Group B	Group C
Instructional Television	Overhead Transparencies	Slides

6:30 p.m. ADJOURN

THURSDAY April 11th

9:00 a.m. Visual Communication

9:45 a.m. Coffee

10:00 a.m. Media Labs
Second Rotation

Group A	Group B	Group C
Slides	Instructional Television	Overhead Transparencies

12:00 LUNCH

1:15 p.m. Media Labs
Third Rotation

Group A	Group B	Group C
Overhead Transparencies	Slides	Instructional Television

3:15 p.m. Wrap-up Session

4:00 p.m. Adjourn

MEDIA WORKSHOP PARTICIPANTS

South Bend, Indiana
April 8-9, 1974

Mrs. A. V. Barrett
1602 Hildreth St.
South Bend, IN 46615

J. Wheeler
5050 Vermont
Kuny School
Gary, IN

Irene Coker
702 North Harvey
Griffith, IN 46319

Terry Magie
3139 Whipple Drive
Merrionette Pk., IL 60655

Pauline Morton
1837 North Huey
South Bend, IN 46628

Hortense C. House
Lew Wallace High School
415 West 45th St.
Gary, IN

Estella Jackson
Lew Wallace High School
415 West 45th St.
Gary, IN

Nancy Rios
George Kuny School
5050 Vermont
Gary, IN

Anita L. Dortch
Hoagland School
354 West Butler
Fort Wayne, IN 46804

Mary Mavis
Hoagland School
354 West Butler
Fort Wayne, IN 46804

Pam Kasprzak
321 Walter St.
South Bend, IN 46614

Mae E. Phillips
1015 West 35th Ave., #204
Gary, IN 46408

MEDIA WORKSHOP PARTICIPANTS

Indianapolis, Indiana
April 10-11, 1974

Thelma Rice
8355 S. Kimbark Ave.
Chicago, IL 60619

Edna Rieth Gilmore
421 Nitsche
Terre Haute, IN 47803

Jean Sevisher
2718 Emmet Drive
Logansport, IN 46947

Jan Morton
1215 West 10th Place
Hobart, IN 46342

Joyce Revere
3112 Orchard Terrace
Indianapolis, IN 46218

Mary Keys
453 South 9th St.
Lafayette, IN 47904

Mollie Hollswell
520 West 21st
Connersville, IN 47331

Sally Buck
3317 Green Valley Rd.
New Albany, IN 47150

Evelyn Upp
802 St. Clair Ct.
Indianapolis, IN

Lynn Kimble
144 26th St.
Park Forest, IL 60466

Paula Magnuson
300 Meridian St.
Niagara, WI 54151

Terry M. Martin
RR#2
Sullivan, IN 47882

Mary Hannah
1123 Mohawk Hills Drive
Carmel, IN 46032

Anne C. Cawthon
RR#2 Box 71
New Albany, IN 47150

Janet Pool
1309 Morningside Drive
Chesterton, IN 46304

Cinda Davsman
Hickory Village Apts.
Hickory Rd.
Apt. 4230 #2B
Mishawaka, IN 46544

Barbara Herschman
RR#1 Decatur St.
Hobart, IN 46342

Mary Hodgess
108 Eddy St., Apt. 209
Michigan City, IN 46360

Kay L. Greener
5302 S. Calhoun St.
Fort Wayne, IN 46807

Emily Caldwell
572 Rutledge St.
Gary, IN 46404

Pat Amstead
5168 Madison St.
Gary, IN 46408

TRAINING TEACHERS TO TRAIN PARAPROFESSIONALS

PROGRAM

9:30 - 10:00 a.m.	Registration, Coffee and Introductions
10:00 - 10:30 a.m.	General Session - "What Every Paraprofessional Should Know"
	Small Group Sessions
10:30 - 11:30 a.m.	Session A - "The Paraprofessional In The Special Class - Developing a Handbook of Dos and Don'ts"
10:30 - 11:30 a.m.	Session B - "Paraprofessional Versus Teacher Or A Team Approach"
11:30 - 12:15 p.m.	Session C - "Practical Suggestions for Utilizing The Paraprofessional" (Assessment, Music, and the Academic Areas)
11:30 - 12:15 p.m.	Session D - "Practical Suggestions for Utilizing the Paraprofessional" (Instructional Materials, AV Equipment, Bulletin Boards, and Non-academic Teaching Areas)
12:15 - 1:15 p.m.	Lunch
	Small Group Sessions
1:15 - 2:15 p.m.	Session A - "The Paraprofessional In The Special Class - Developing a Handbook of Dos and Don'ts"
1:15 - 2:15 p.m.	Session B - "Paraprofessional Versus Teacher Or A Team Approach"
2:15 - 3:00 p.m.	Session C - "Practical Suggestions For Utilizing The Paraprofessional" (Assessment, Music, and the Academic Areas)
2:15 - 3:00 p.m.	Session D - "Practical Suggestions for Utilizing The Paraprofessional" (Instructional Materials, AV Equipment, Bulletin Boards, and Non-academic Teaching Areas)
3:00 - 3:30 p.m.	General Session - "Putting It All Together"
3:30 - 3:45 p.m.	Evaluation

IN-SERVICE WORKSHOP

April 23, 1974
Indianapolis, Indiana

Participants

Joan Melsheimer	Hamilton, Boone, Tipton Mad.Co-op.
Sue Ellen VanRiper	Barth. Consl., Columbus, Ind.
Donald R. Delaney	Barth. Consl., Columbus, Ind.
Herschel H. Wilby	Barth. Consl., Columbus, Ind.
Jean Bunton	Barth. Consl., Columbus, Ind.
Mary White	Barth. Consl., Columbus, Ind.
John Reifsnider	EACS. New Haven, Indiana
Paul Ash	DPI, Indianapolis, Ind.
Gary Perkins	ROD Spec. Educ. Coop.
Bill Mittendorf	ROD Spec. Educ. Coop.
Bob Hannan	ROD Spec. Educ. Coop.
Lowell Schultz	Marion Comm. Schools
J. Scott DeHaven	Marion Comm. Schools
Mary Bizzaro	Marion Comm. Schools
Glen Taylor	DPI, Indianapolis, Ind.
Gay Worth	DPI, Indianapolis, Ind.
Don Reynolds	DPI, Indianapolis, Ind.
John Smith	Wabash Center
Paul Lane	Lafayette, Indiana
Bob Donaldson	DPI, Indianapolis, Ind.
Jim Alley	MSD Wayne Twp., Indianapolis, Ind.

16 respondents

GREAT LAKES REGION SEIMC

IN-SERVICE WORKSHOP EVALUATION

April 23, 1974
Date

Training Teachers To Train Paraprofessionals
Title of Workshop

Indianapolis, Indiana
Location

David J. Braukman & Ardis Weis
Presenter

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

3 special education teacher
__ regular classroom teacher
4 administrator
2 in-service educator
__ student
7 other 2 - DPI consultants
4 - Psychometrists
1 - Speech pathologist

1. Organization of presentation

	3	10	1	2	0	
(positive)	5	4	3	2	1	*(negative)*

2. Was the selected media appropriate to the presentation of subject

7	7	2	0	0
5	4	3	2	1

3. Clarity of instructional objectives

5	7	2	2	0
5	4	3	2	1

4. Personally useful to me

4	7	3	2	0
5	4	3	2	1

5. Relevance to my current professional role

6	6	2	0	1
5	4	3	2	1

6. Overall rating of this presentation

3	10	2	0	0
5	4	3	2	1

7. Specific *positive* comments you would care to make about any aspect of this presentation.

See attached sheet.

8. Specific *negative* comments you would like to make about any aspect of this presentation.

See attached sheet.

In-Service Workshop Evaluation

Training Teachers To Train Paraprofessionals

April 23, 1974

7. Specific positive comments you would care to make about any aspect of this presentation.

Good, but felt more could be used in selection and training of teachers and paraprofessionals and problems that could arise.

A very good over all presentation concerning paraprofessionals - I wish this had been available last school year.

Good material selection.

Excellent -- fine presenters.

Presenters did a good job of involving the group in the presentation.

Dr. Weiss had excellent ideas and was personally committed to her subject.

Speakers were lively and creative people with information to give.

Well planned. Qualified speakers. Useful handouts. Thank you!

Well presented. Useful. Friendly atmosphere.

Weiss - very good. Dave - good information.

Mr. Braukman and Dr. Weiss seemed to speak with a great deal of experience in the area of paraprofessionals. Were able to answer questions from the floor very expertly.

Speakers were knowledgeable -- gave practical advice. Informality yielded greater group participation.

8. Specific negative comments you would like to make about any aspect of this presentation.

All materials seems to be aimed toward how the teacher "handles" the paraprofessional, not enough on how to make the "para" feel professional toward herself.

None.

Perhaps tried to cover too much material in the time allotted.

Ideas could have been presented in much shorter form. Role playing was superfluous. Filling out ideas for "The Paraprofessional Handbook" was a waste of time; never used!

Too much time on interesting but not pertinent things.

Cut sessions shorter, and give more breaks so a person can stretch.

Began to drag in p.m. May have tried to over-emphasize certain points.

None.

Probably not as well organized as it could have been.

THE GREAT LAKES REGION SEIMC

IN

COOPERATION WITH THE INDIANA

DEPARTMENT OF PUBLIC INSTRUCTION,

DIVISION OF SPECIAL EDUCATION

AND THE UNITED STATES

OFFICE OF EDUCATION

presents the

SEASE Workshop

TATE
DUCATION
GENCY
IMULATION
XERCISE

March 20, 21, 22, 1974

RAMADA INN NORTHWEST

Indianapolis, Indiana

WEDNESDAY

March 20	10:00 a.m.	Coffee & Registration
	10:30 a.m.	Introduction & Welcome: Paul Ash Gil Bliton
	11:00 - 11:30 a.m.	Orientation to Simulation
	11:30 - 12:00 p.m.	Orientation to "LaFayette"
	12:00 - 1:00 p.m.	LUNCH
	1:00 - 1:30 p.m.	Bureau Staff Meeting
	1:30 - 3:00 p.m.	Independent Study - Packet A; "Interview with the Boss"
	3:00 - 3:30 p.m.	Feedback Session - A
	3:30 - 4:30 p.m.	Work Session - Packet B

THURSDAY

March 21	8:30 - 9:30 a.m.	Feedback Session - B
	9:30 - 9:45 a.m.	COFFEE
	9:45 - 10:45 a.m.	Group Task: Case Conference
	11:00 - 11:30 a.m.	Feedback on Group Role Behavior
	11:30 - 12:00 p.m.	Problem-Solving Analysis
	12:00 - 1:30 p.m.	LUNCH
	1:30 - 2:30 p.m.	Work Session - Packet C
	2:30 - 3:15 p.m.	Feedback Session - C
	3:30 - 4:30 p.m.	Special Study Institute Plan

FRIDAY

March 22	8:30 - 9:30 a.m.	Work Session - Packet B
	9:30 - 9:45 a.m.	COFFEE
	9:45 - 10:45 a.m.	Feedback D
	11:00 - 12:00 a.m.	Group Task: Personnel Training
	12:00 - 1:00 p.m.	LUNCH
	1:00 - 1:30 p.m.	Feedback - Report on Joint Planning
	1:30 - 2:00 p.m.	Summary, Evaluation Adjournment

WORKSHOP STAFF:

Dr. Edward Sontag - Branch Chief, Division of Personnel Preparation, United States Office of Education

Dr. Daniel D. Sage - Professor of Special Education Administration, Syracuse University

Dr. Marcel Duval - Project Officer, Division of Research, United States Office of Education

Ms. Judy Fein - Liaison Officer, Division of Personnel Preparation, United States Office of Education

Mr. Joseph Gaughan - Administrative Intern, Division of Personnel Preparation, United States Office of Education

Dr. Kenneth F. McLaughlin - State Plan Officer, Aids to States Branch, United States Office of Education

Dr. William Peterson, Administrative Intern, Division of Personnel Preparation, United States Office of Education

Mr. Russell G. Rice, Jr., Syracuse University, Doctoral Candidate in Special Education Administration

---

Workshop Coordinators:

Paul Ash, Field Consultant, Indiana Department of Public Instruction, Special Education Division

Sue Ann Yovanovich, Field Services Coordinator, Great Lakes Region SEIMC

SEASE WORKSHOP

March 20-22, 1974
Indianapolis, Indiana

Participants

- Carol Weller
- Bob Robertson
- Don Reynolds
- Gay Worth
- Bob Currie
- Jerry Bowling
- Glen Taylor
- Bob Donaldson
- Parker Eaton
- Jim Phillips
- Linda Blanton
- Dick Eisinger
- Paul Ash
- Devota Burros
- Niles Daggy
- Bill Duckworth
- Carol Eby
- Elaine Heaton

THE GREAT LAKES
REGION SEIMC

IN

COOPERATION WITH THE INDIANA

DEPARTMENT OF PUBLIC INSTRUCTION,

DIVISION OF SPECIAL EDUCATION

Presents

"The Monterey Program For Language Disorders"

August J. Mauser, Ed.D.
Professor, Northern Illinois University

April 5, 1974

AIRPORT HILTON

Weir Cook Airport

Indianapolis, Indiana

AGENDA:

9:30 - 10:00 am - Registration, Coffee and Donuts

10:00 - 11:00 - Presentation: Past and Present Language Development Systems

11:00 - 11:15 - Coffee Break

11:15 - 12:00 - Film: "Monterey Magic," Discussion and Group Formulations

12:00 - 1:00 pm - LUNCH

1:00 - 3:15 - Presentation: Part I - Implementation of the Monterey System

Part II - Group Session: Developing Additional Language Development Activities

3:15 - 3:30 - Evaluation

WORKSHOP PRESENTOR:

August J. Mauser, Ed.D., is currently a professor in the Department of Special Education at Northern Illinois University. Dr. Mauser, a native Hoosier, began his teaching career in the Gary Public Schools. He was also an Assistant Professor of Special Education at Indiana University. Prior to his appointment at Northern Illinois University, he was Associate Professor of Special Education at Indiana State University, Terre Haute, Indiana, where he was awarded the Caleb Mills Distinguished Teaching Award.

Dr. Mauser's recent publications include: *Diagnostic and Assessment Instruments for Learning Disabled Children*, and *Developmental Systems for Learning Disabled Children.*

Workshop Coordinators:

Paul Ash, Field Consultant, Indiana Department of Public Instruction, Special Education Division.

Sue Ann Yovanovich, Field Services Coordinator, Great Lakes Region SEIMC.

GREAT LAKES REGION SEIMC

IN-SERVICE WORKSHOP EVALUATION

Date: April 5, 1974

Title of Workshop: The Monterey Program For Language Disorders

Location: Indianapolis, Indiana

Presenter: Dr. August Mauser

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

1 special education teacher
___ regular classroom teacher
___ administrator
___ in-service educator
5 student
29 other (specify) 1 - psychometrist
3 - speech pathologists
6 - speech & hearing therapists
11 - speech & hearing clinicians
4 - speech clinicians
4 - speech therapists

1. Organization of presentation

	13	15	4	3		
(positive)	5	4	3	2	1	*(negative)*

2. Was the selected media appropriate to the presentation of subject

10	9	10	5	1
5	4	3	2	1

3. Clarity of instructional objectives

7	17	5	4	2
5	4	3	2	1

4. Personally useful to me

8	8	10	6	3
5	4	3	2	1

5. Relevance to my current professional role

9	8	9	5	3
5	4	3	2	1

6. Overall rating of this presentation

4	15	9	5	2
5	4	3	2	1

7. Specific *positive* comments you would care to make about any aspect of this presentation.

(see attached sheet)

8. Specific *negative* comments you would like to make about any aspect of this presentation.

(see attached sheet)

IN-SERVICE WORKSHOP EVALUATION

The Monterey Program For Language Disorders

7. Specific positive comments you would care to make about any aspect of this presentation.

Dr. Mauser is a pleasant speaker to listen to and was organized.

We are concerned with quality and accountability evaluation. Much of this teaching by objective policy will be used. Very glad to be asked to attend.

You gave us materials which we can really use! Most present ideas and number of materials with which to implement ideas gained. This was like having an Intensive Workshop--only in 1 day! Wish you (Dr. Mauser) were still at I.N. teaching!

The morning presentation was very good. I thought it was presented well.

Morning presentation was interesting. Hand-outs look useful for motor skills.

Morning presentation very good.

The morning presentation was good.

The spiral-bound handout should be very helpful.

Think the materials are excellent in terms of organization and sequencing.

The materials will be helpful.

Appreciated the information presented in the developmental scale from Monterey.

7. Continued:

I especially enjoyed the speaker. He kept the discussion to the point and was very interesting. He presented to the audience the area in which they were most interested.

I would like to hear more of Dr. Mauser's methods of reaching objectives. Enjoyable speaker aware of audiences needs.

The information was not biased in either direction. More of these workshops would be helpful.

First meeting I've been to in a long time that was so well organized and the information was pertinent and well explained!

Speaker presented material in such a way as to be understood by all. Notes could be taken easily.

Well organized presentation of step by step procedure to be followed.

The review of language development was cohesive and clear.

IN-SERVICE WORKSHOP EVALUATION

The Monterey Program For Language Disorders

8. Specific negative comments you would like to make about any aspect of this presentation.

I still am not sure what the content of the Monterey Language Program is. I think that you could have spent more time on explaining it and more exercise type things.

I would like to have heard more practical, everyday teaching ideas and methods.

Projector material seemed irrelevant and trivial. Motor skills are important, but what about specific verbal language problems?

Not enough information on specific assessment and remediation procedures of language delayed child.

Need time for questions and discussion.

Was not directed to speech clinicians specifically. Why were our special education teachers not invited?

Little information regarding the remediation of language disorders was disseminated. This particular workshop had little value to the speech pathologist.

Thought the afternoon presentation was not pertaining to language as anticipated and too elementary for teachers.

I was under the impression it was a "language program" presentation--what happened??

Believe me language area was not covered as anticipated.

I believe the language part of the program was not covered.

8. Continued:

There was no relevance to language so far as specific help is concerned. "Pre-digested" background material we don't need! The title "Monterey Program for Language Disorders" was very misleading to potential participants. Dr. Mauser didn't seem to be aware his audience was to be speech pathology oriented and did not appear prepared to direct his material to them.

Did not think it was necessary to show the overhead slides about the program. The material was somewhat redundant.

Overhead materials not interesting.

The entire presentation was geared to writing behavioral objectives for lessons--most of which was geared to motor behaviors. I didn't feel that the program presented anything new, and nothing specific to language remediation. It was much too general.

As with so many of these workshops, too much time is spent on theoretical concepts and little (if any) time is spent on actual sample lessons. Just once I'd like to go to a workshop that was geared to the uncreative teacher who would appreciate concrete suggestions rather than statements such as "writing lesson plans is very difficult for language disabled children."

NONE

Would like to have had the presentation more language oriented.

The presentation seemed to be aimed at an audience whose academic background was somewhat less detailed in language theory than the many of us present today in speech and hearing therapy.

I would like to have been shown how this program would more specifically apply to Language Therapy. Why weren't any of the lesson programs discussed? Too general of a presentation.

APRIL 5 TH REGISTRATION

NAME	ADDRESS
Kathyrn Smith	632 Marston Ct. Ft. Wayne
Chris Long	1661/2 Usher St. Logansport
Connie Robinson	2508 E. Broadway Logansport
Shirley Cree	612 Nordale Dr. Ft. Wayne
Janne Ade	16161/2 Usher St. Logansport
Connie Masse	Box 572 Monticello, Ind.
Dureta Sexton	1408 W. Main - Muncie
Mekle Clendenin	R.R. 7 Muncie
Linda Erb	3301 Miami Trail, Muncie
Sharon Crain	2020 W. Jackson, Muncie
Holly Heldt	Scheidler Apt. 419, Muncie
Susan Hummer	1211/2 Cherry, Muncie
Debbie Williams	1705 Harfield Dr. #252 Indpls.
Ellen Longo	513 East 8th St. Bloomington
Deane Elkin	319 E. 20th St. #29 Bloomington
Alice Phelps	R.R. Greensburg
Paulette Young	3033 De Soto - Columbus
Laura Steats	1350 So. 3rd St. Clinton, Ind.
Janet Novak	R.R. #1 Petersburg, Indiana
Bonnie Swarner	6051 Beachview Dr. Apt. 234, Indy.
Celia Patterson	Village in the Woods #5 Batesville
Gary Perkins	Lawrenceburg, Ind.
Diana Doyle	2605 W. N. Bend Rd. #1004 Cincinnatti
Beverly Smoot	5913 W. Morris Indpls.
Diana Howell	1006 Longfellow Lane Plainfield
Dennis Bowman	City R. 6 Monticello, Ind.
Marguerite Edmonson	19 Rebecca Dr. Indpls., 46241
Clare Fischer	1000 E. Buchanan St. Plainfield
Lynn McClaine	8525 Greta Dr.
Carolyn Tunin	R. 3 Crawfordsville 47933
Caroline Wynolds	439 Euclid Greenwood, 46142
Caren Herald	63 S. Bolton, Indpls. 46219
Glenn Farling	119 Neely Ave. Muncie
Diane Gill	27 Morningside Dr. Washington, Ind.
Joanne Bong	26510 Cold Springs Manor Dr. Indpls.
Eleanor Bywaters	430 Mutton Creek Dr. Seymour 47274
Shirley Pollock	R.R. 3 Box 23A Nashville, Ind.
Glen Taylor	Indianapolis
Gay Worth	Indianapolis
Janis Stewart	601 N. Dill Muncie
Deb Hopseker	211 E. N.St. Muncie, Ind.
Kim Riggin	Rt. #13 Muncie
Cliff Danielson	Muncie, Ind. Apt. #11 Scheidler

23 respondents

GREAT LAKES REGION SEIMC

IN-SERVICE WORKSHOP EVALUATION

April 26, 1974	Early Childhood Education for the Multi-Handicapped
Date	Title of Workshop
Saginaw, Michigan	Dr. Robert Lance
Location	Presenter

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

5 special education teacher
___ regular classroom teacher
5 administrator
9 in-service educator
___ student
1 other - 1 CRC

1. Organization of presentation

	7	4	7	2	2	
(positive)	5	4	3	2	1	*(negative)*

2. Was the selected media appropriate to the presentation of subject

2	4	6	7	2
5	4	3	2	1

3. Clarity of instructional objectives

7	4	5	2	3
5	4	3	2	1

4. Personally useful to me

8	5	5	4	1
5	4	3	2	1

5. Relevance to my current professional role

9	4	6	4	0
5	4	3	2	1

6. Overall rating of this presentation

7	5	5	6	0
5	4	3	2	1

7. Specific *positive* comments you would care to make about any aspect of this presentation.

See attached sheet.

8. Specific *negative* comments you would like to make about any aspect of this presentation.

See attached sheet.

In-Service Workshop Evaluation

April 26, 1974
Saginaw, Michigan

7. Specific positive comments you would care to make about any aspect of this presentation.

Very pertinent and relevant information. The content of the presentation was functionally salient.

Specific mention of diagnostic techniques were informative. Outline of diagnostic and perscriptive services is useful.

Manner of Dr. Lance, informal, easy to attend. Correlates well with our EPPC of parent involvement and required 0-5 programming required.

Content excellent. Much information given.

Very pleased to see what is being developed.

Dynamic, positive presentation with particular emphasis on need for workable diagnosis as opposed to non-productive descriptions of problems.

Enjoyed the material related to application, but did not care as much for philosophy.

Enthusiastic about findings and results of program at Blick Clinic.

Had a lot of information to share.

He was a good speaker in general, as far as presenting to a group.

We need this reinforcement for these areas. Good way to look at the development sequencing. (SR ----> process -------> expression). Glad to have.

Reinforced participants theory that what we're doing with kids is on the right track.

Many useful ideas were presented with materials available to us that we can utilize.

8. Specific negative comments you would like to make about any aspect of this presentation.

The organization of the presentation, would have been useful to have visual media to clarify some of the points he was making.

Too long. Few specifics to apply.

I would have liked to have seen slides as to set-up of clinic, working with parents, etc. Needed more visual media.

I wish there were more handouts and access to the developed tools. It is great that it exists but would be greater if available.

Could have been better organized or thought out.

Case examples or description of clients first. Less talking more content with examples.

Had a lot of materials but seemed to wander. Wish we would be able to have forms. Should have used more visuals.

1) No objectives. 2) Rambling. 3) Could have a good speaker tell about some Michigan facilities rather than Ohio. 4) Too general in scope.

Half hour too long.

Length.

I am interested mainly in the application of programs--more detail on how prescriptions are written and carried out.

Could have had more handouts.

Did not really hit on the topic of Early Childhood Education for the Multi-Handicapped--it was just on Developmental Learning.

Not clear on some issues. Some information was presented on too vague a surface level where going into more depth would have helped.

He was not adequately prepared by this group to present what we expected to hear.

IN-SERVICE WORKSHOP

April 26, 1974
Saginaw, Michigan

Participants

- Diana Oberschulte
- Geneva Reid
- Janet Robinson
- Arnold Trafelet
- Russ Andreotti
- Jan Frieder
- Bob Kekke
- Gail Wiemer
- Peggy Tenney
- Sue Boulter
- Marie Dorie
- Betty Patrick
- Ron Thomas
- Grace Ahn
- Ben Herbert
- Don Richards
- Bev Farr
- Roy Montroy
- Betty Mellon
- Ray Landis
- Betsy Ross
- Henrietta Henyon
- Ellie Roosli

AGENDA

Bi-State Workshop

May 16-17, 1974

Thursday, May 16

8:30 - 9:00 am	Registration and Coffee
9:00 - 12:00	Dr. August Mauser & Dr. Ray Dembinski Parent Counseling
12:00 - 1:15 pm	LUNCH (catered)
1:15 - 4:30	Dr. Sivasialam Thiagarajan from CITH
8:00 - ???	"Funtime"

Friday, May 17

9:00 - 12:00 am	Joe Levine & Staff - Auditory Learning
12:00 - 1:15 pm	LUNCH (catered)
1:15 - 3:00	A Review of the Past Eight Years; A Look Ahead - The ALRC National Network; The Great Lakes ALRC
3:00 - 3:30	Summary and Evaluation

GREAT LAKES
REGION
SPECIAL EDUCATION
INSTRUCTIONAL
MATERIALS
* CENTER

213 Erickson Hall Michigan State University East Lansing Michigan 48824
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

April 30, 1974

MEMORANDUM

TO: Indiana Special Education Division Staff
Michigan Special Education Department Staff

FROM: Sue Ann Yovanovich, Field Services Coordinator

SUBJECT: Bi-State Workshop, May 16-17, 1974

Enclosed you will find a workshop confirmation card for the upcoming Bi-State Workshop. Please complete the card and mail it back to us as soon as possible.

The workshop will be held at the Holiday Inn East in Lansing beginning promptly at 8:30 am on Thursday, May 16 and ending at 3:30 pm on Friday, May 17. (See attached agenda.)

Enclosed with this memo is a reservation card for your motel accommodations. *Please complete immediately and mail it directly to the Holiday Inn East.* We have reserved rooms for the evenings of the 15th and 16th. Some participants will need to arrive on the evening of the 15th to insure an early starting time on the 16th. The Great Lakes Region SEIMC will reimburse participants for accommodations, food, and transportation expenses.

We're looking forward to seeing you on the 16th and 17th!

Enclosure

SAY:rh

BI-STATE WORKSHOP

May 16-17, 1974

Participants

Peggy Tenney
Lyle Williams
June Schaefer
Betty Patrick
Nancy Mast
Gail Wiemer
Jane Walline
Geneva Reid
Jay Bartner
Janet Robinson
Maryann Jones
Betty Mellon
Bob Kekke
Diana Oberschulte
Ellie Roosli
Gene Thurber
Paul Ash
Glen Taylor
Don Reynolds
Fred Chappell

Russ Andreotti
Ruth Russell
Earl Heath
Bill Duckworth
Martha Wesson
Don Richards
Ralph Pritchard
Roy Montroy
Arnold Trafelet
Paul Tower
David Williams
Grace Ahn
Betsy Ross
Tom Howard
Lynn Hecht
Sue Boulter
Ben Herbert
Lucile Karner
Blanche Benwire
Don Beall

REGIONAL SPECIAL EDUCATION WORKSHOP

SPONSORED BY

GREAT LAKES REGION SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

June 11, 1974

Indianapolis, Indiana

Participants: Special Education Staff of the Indiana Department of Education

Presenters: Jan Baxter
Harrold W. Spicknall

AGENDA

9:00 - 9:30 am	Registration - Coffee - Introduction
9:30 - 12:00	1. Experience in Accountability
	2. The Missing Link (Theory)
	3. Six Step Accountability Model
	4. Accountability in Special Education
12:00 - 1:00 pm	Lunch
1:00 - 3:15	Use of Accountability as:
	a. Management Tool
	b. Consultation Tool
3:15 - 3:30	Evaluation of Workshop

IN-SERVICE WORKSHOP

"Accountability Model For SEA Staff"
June 11, 1974
Indianapolis, Indiana

Participants

Paul Ash
Henry Binder
Niles Daggy
Sharon Dailey
Bob Donaldson
Bill Duckworth
Carol Eby
Don Reynolds
Bob Robertson
Glen Taylor
Gay Worth
Jim Phillips
Jerry Bowling
Dick Eisinger

GREAT LAKES REGION SEIMC

IN-SERVICE WORKSHOP EVALUATION

June 11, 1974	Accountability Model For SEA Staff
Date	Title of Workshop
Indianapolis, Indiana	Dr. Harrold Spicknall & Mr. Jan Baxter
Location	Presenter

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

____ special education teacher
____ regular classroom teacher
____ administrator
____ in-service educator
____ student
_____ other (specify)

1. Organization of presentation

(positive)	____ 5	____ 4	____ 3	____ 2	____ 1	*(negative)*

2. Was the selected media appropriate to the presentation of subject

____ 5	____ 4	____ 3	____ 2	____ 1

3. Clarity of instructional objectives

____ 5	____ 4	____ 3	____ 2	____ 1

4. Personally useful to me

____ 5	____ 4	____ 3	____ 2	____ 1

5. **Relevance to my current professional role**

____	____	____	____	____
5	4	3	2	1

6. **Overall rating of this presentation**

____	____	____	____	____
5	4	3	2	1

7. **Specific *positive* comments you would care to make about any aspect of this presentation.**

8. **Specific *negative* comments you would like to make about any aspect of this presentation.**

APPENDIX C

Materials Relevant to the Media and Materials Development Chapter (Chapter 3) of the Final Report of the Great Lakes Region Special Education Instructional Materials Center

Sample Product Opinion Papers.......................... 675-710

Early Child-Use Materials: Reports and News Releases.. 711-720

Report of a "Barsch Room" in Operation................. 721-731

Games Teach: Evaluation of a Workshop................. 733-738

Non-Verbal Films: A Description....................... 739-742

Ball Utilization: Report of a Study................... 743-754

Improving Low Vision Skills: Evaluations and a Guide.. 755-817

Recorded Aid for Beginning Piano, Vol. 1: A Descriptive Guide.. 819-838

Resources for Effective Teaching: Descriptive Booklet and Evaluations of Some Workshops..................... 839-890

"Yours for a Better Workshop": Booklet and Report on Dissemination Data.................................... 891-914

Problems and Hints: An Evaluation of a Workshop....... 915-923

Workshop Coordinator Kits and Workshop Evaluations..... 925-1016

"You Are..."...1017-1065

Info-Paks: A Sample....................................1067-1095

Survey on Learning Disorder Terminology: Analysis of Responses..1097-1114

Braille Code Recognition Materials: Leader's Guide and Results of Use......................................1115-1170

APPENDIX C - CONTENTS CONTINUED

Visual Training Cards: An Evaluation..................1171-1185

Workshop Training Kits: Evaluations..................1187-1215

Workshop Training Kits: An Introduction and Some Samples..1217-1323

Some Final Evaluations of Various Aspects of the Media and Materials Development Unit.........................1325-1408

SAMPLE PRODUCT OPINION PAPERS

5

Product Opinions #904

Size Sorting Triangles
A. Daigger & Company
159 West Kinzie Street
Chicago, Illinois 60610
1967
$3.00

Six yellow inset triangles of varying sizes with square peg handles and wooden tray. To be used as an individualized exercise in sorting, size discrimination, and coordination.

EVALUATIONS

	#302	#403
Relevant & accurate?	Yes	Yes
Attractive to pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	There is none	
Effectiveness justifies cost?	If low	Yes
Used as producer intends?	Yes	Yes
How long have you used it?	Month	Month
Were you using it before request for evaluation?	No	No
Special training needed for use?	No	No
Age for which used	5-7	7-10
Learner characteristics	Slow	Slow
Curricular function	Supplementary	Regular
Teaching procedure	Small group	Unsupervised Study

#302 This should be used with very young children to be effective.

#403 The material is a little small for handicapped youngsters to handle.

This paper published pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Product Opinions #920

"Numberaid Abacus"
Nasco
Fort Atkinson, Wisconsin 53538
Copyright: 1967

A type of abacus made of a steel frame and plastic discs with internal springs that remin in place while the problem is being performed. Helps develop an intuitive understanding of primary mathematics and the value and grouping concepts of the decimal system.

EVALUATIONS

	#301	#305	#604
Relevant & accurate?	Yes	Yes	
Attractive to pupils?	Yes	Yes	Not particular
Durable?	Yes	Yes	No
Teacher manual adequate?	I had none	Yes	No
Effectiveness justifies cost?	Positively	Yes	No
Used as producer intends?	Yes	Yes	
How long have you used it?	Several months	More than a year	Several months
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	Possibly	No
Age for which used	9-12	5-10	9-14
Other ages recommended	Any grade level	10-13	Any
Learner characteristics	All	All	Slow
Curricular function	All	All	Supplementary, remedial
Teaching procedure	All	Group, small group	Unsupervised : small group

#301 easily cleaned; withstands a considerable amount of use.. Its manipulation produces only accurate answers and the immediate sight of the problem is given to the child for reinforcement. I understand that there is a larger model available that would be better for group demonstration, but even the individual smaller size was used for the group. The plastislate worksheets for recording answers makes this an excellent "Teaching Machine."

#305 Best tool ever for teaching base ten and number recognition. Because of tactile advantages and concreteness of counters in relation to the Base 10 concept of numbers, this should be a good tool for blind children.

#604 This item is not included in our approved list of Mathematical Learning Aids. Concepts could be developed with more serviceable aids.

Product Opinion #935

"Phonic Mirror"
H. C. Electronics, Inc.
1640 A Tilburon Blvd.
Tiburn, California 94920

An automatic amplified speech playback instrument. The subject speaks into the instrument and the speech is played back. Intended for children with speech and hearing defects.

EVALUATIONS

	#808	#810	J.E.C.
Relevent & Accurate?	Yes	Yes	
Attractive to pupils?	Yes	Yes	Yes
Durable?	Not tape	Yes	Yes
Teacher manual adequate?	No	Yes	Yes
Effectiveness justifies cost?	No	Yes	No
Used as producer intends?	Yes	Yes	Yes
How long have you used it?	1 year	Longer	Week
Were you using it before request for evaluation?	Yes	Yes	No
Special training needed for use?	Yes	Yes	No
Age for which used	1-12	4-18	6-9 (EMR)
Other ages recommended			
Learner characteristics	All	Fast	Average
Curricular function	Remedial	Remedial, Supp.	Remedial
Teaching procedure	Small group	Small group	Small group

#808 This material tends to improve the children's listening habits and increase their attention span. The immediate playback makes it easier to point up their speech problems, hear their deficiencies, and try to correct them. Lateral lisps can be heard but not lingual lisps. A 2 and 8 second response would provide variation. It is a good teaching tool but too expensive considering its limited response.

#810 Maximum benefit comes from experience with it.

Product Opinions #936

"Language Master"
Bell & Howell
Nearest Audio-Visual Dealer
Copyright: 1967

A tape recorder with instant feedback, employing pre-recorded or teacher/student-made cards for visual stimulation while the accompanying magnetic tape pronounces the word illustrated.

	EVALUATIONS		
	#807	#810	#811
Relevent & accurate?	Yes	Yes	Yes
Attractive to pupils?	Yes	Yes	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	Yes	Yes	Yes
Effectiveness justifies cost?	Yes	Yes	Yes
Used as producer intends?	Yes	Yes	Yes
How long have you used it?	More than a year	More than a year	More than a year
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	Yes	Introduction
Age for which used	3-5	4-8	All
Other ages recommended	All	All	All
Learner characteristics	All	Fast	All
Curricular function	Remedial	Remedial	
Teaching procedure	Small group	Small group	Small group, unsupervised st

#807 This machine is especially useful for language therapy with disturbed and/or retarded children as the cards can be geared to the individual disorder.

#810 This is one of the most valuable tools for a speech correctionist.

#811 The only limitation of the Language Master is the creativity of the user.

PRODUCT OPINIONS
#944

Resonator Whistle
Creative Playthings, Inc.
Princeton, NJ 08540
Copyright 1967 Price $6.95

Fourteen inch slide whistle of birch plywood and maple with push and pull slide to control tone; extra mouth pieces.

EVALUATIONS

		#103	#406
Relevant & Accurate?		Somewhat	Yes
Attractive to Pupils?	D	Yes	Yes
Durable?		Yes	Yes
Teacher manual adequate?		None	None
Effectiveness justifies cost?		No	No
Used as producer intends?		Yes	Don't know
How long have you used it?		Week	Week
Were you using it before request for evaluation?		No	No
Special training needed for use?		No	Possibly
Age for which used		7-12	7-16
Other ages recommended		13-14 MR	
Learner Characteristics		Average, Slow	Slow
Curricular function		Supplementary	Supplementary
Teaching procedure		Small group	Small group

#103 It was used with the blind. Scale is reasonably accurate except at far end of whistle where pitch doesn't vary during last inch. Sometimes the note played near the mouthpiece is low rather than the highest note. Sound most pleasing when child blows sufficient amount of air in short blasts. Amount of air tends to give effect of natural notes and sharps without moving the slide. It is too long for a 7 yr. old and even difficult for a small 12 yr. old. They can use it only if the slide is operated by the teacher.

#406 This, to us was a "fun" item. It had some relations to sound, but very little more. The children enjoyed it, and can be used by anyone who can blow. I had hoped to get more variety of sounds. It sounded something like the wail of a siren. Perhaps it has more useful qualities that I did not know about.

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Product Opinions #969

."Peabody Language Kit #1"
American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014
Copyright: 1967

Kit contains a daily lesson manual, categorized stimulus and story cards, color chips, puppets, and tape recordings of fairy tales. Motivates children in the oral expression of ideas.

	EVALUATIONS		
	#314	#806	#807
Relevant & accurate?	Yes	Yes	Yes
Attractive to pupils?	Yes	Yes	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	Yes		Yes
Effectiveness justifies cost?	Yes	Yes	Yes
Used as producer intends?	Yes	Yes	Yes
How long have you used it?	1½ years	2 months	More than a y
Were you using it before request for evaluation?	Yes	No	Yes
Special training needed for use?	No	No	No
Age for which used	6-12	4-6	4-10
Other ages recommended			3
Learner characteristics	All	Fast	All
Curricular function	Supplementary, remedial	Regular	Supplementary, remedial
Teaching Procedure	Group, small group	Small group	Group, small group

#314 The lessons are planned so that the children learn through sight, hearing, and feeling. Can be used for number and reading readiness. I do not feel the story pictures are appropriate for the lower age group.

#806 When using materials with pre-school, kindergarten, and first grade speech classes, one to five in a group -- materials help to develop reception, conceptualization, and expression. The kits are mainly used for oral language development.

#807 The beauty of this kit is that it can be used with children of various age levels and the pictures are very accurate as well as durable. The puppets and story-cards allow for creativity. Useful for language disorders (Deaf, Hard of Hearing, Delayed Language, Retarded).

Product Opinions #972

The Syllable Game
Garrard Publishing Company
Garrard Press
Champaign, Illinois 61820
1967
$2.10

Three sets of cards, Set 1 containing thirty-two pairs of words with common initial syllables; Set 2 containing thirty-two pairs of words with common final syllables; and Set 3 consisting of sixteen groups of four words each, dealing with a single topic. The words ranging in length from one - four syllables. Especially helpful in developing speech skills in the deaf, the speech impaired, and mentally retarded, this game teaches quick recognition of common syllables and the sounding of long words by dividing them into long syllables.

EVALUATIONS

	#206	#821
Relevent & accurate?	Yes	Yes
Attractive to pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	Yes	Yes
Effectiveness justifies cost?	Yes	Don't know cost
Used as producer intends?	No	Yes
How long have you used it?	2 years	1 month
Were you using it before request for evaluation?	Yes	No
Special training needed for use?	No	No
Age for which used	11-15	12-16
Other ages recommended		10-11
Learner characteristics	All	Slow
Curricular function	Supplementary, remedial	Remedial
Teaching procedure	Small group	Small group

#206 Very good for teaching children an analysis-synthesis approach for self monitorization and self therapy in speech correction. The games are difficult enough to be challenging and they seem to teach a concept that goes further than the game.

May 9, 1969

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PRODUCT OPINIONS
975

Group Sounding Game
Garrard Publishing Co.
Champaign, IL 61820
Copyright 1945 Price $2.50

15 sets of 6 cards each covering 14 steps in sounding to develop the habit of listening to sounds and sound-letter combinations. A developmental or remedial reading game designed to progressively teach the phonetic elements by means of group participation in a bingo type game.

EVALUATIONS

	#606	#802
Relevant & Accurate?	Yes	Yes
Attractive to Pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	Yes	Yes
Effectiveness justifies cost?	Yes	Yes
Used as producer intends?	Yes	No
How long have you used it?	More than a year	Week
Were you using it before request for evaluation?	Yes	No
Special training needed for use?	No	No
Age for which used	8-12	7-11
Other ages recommended		
Learner Characteristics	Average, Slow	Average
Curricular function	Regular, Remedial Supplementary	Remedial Supplementary
Teaching procedure	Small group	Small group

#606 We did not usually use this material as the primary method of teaching the sounds, but did find the game popular with the children and helpful as a supplementary material.

#802 When I used it, I had them make sentences with the words. It did not matter if they could not find a word.

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Product Opinions #992, 993, 1001, 1002

Say It Arithmetic Games
Garrard Publishing Company
Champaign, Illinois 61820
1967
$1.98 each

Each game (Addition, Subtraction, Multiplication, and Division) consists of player cards on each of which are printed sixteen arithmetic problems in four rows of successive difficulty and ninety-six cover cards printed with a single arithmetic combination. Can be used to teach the arithmetic combinations included or in practice sessions to promote rapid recall.

EVALUATIONS

	#306	#315	V.S.
Relevant & accurate?	Yes	Yes	Yes
Attractive to pupils?	Yes		Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	Yes		Yes
Effectiveness justifies cost?	Yes	No	Yes
Used as producer intends?	Yes	No	Yes
How long have you used it?	Month	Year	Month
Were you using it before request for evaluation?	No	Yes	No
Special training needed for use?	No	No	No
Age for which used	9-12	8-11	6-12
Learner characteristics	All	Slow	Slow
Curricular function	Supplementary, remedial	Supplementary	Remedial
Teaching procedure	Small group	Unsupervised	Small group

#306 I used "Say It" to take the drudgery out of drill. Each group loved it. It presented enough of a challenge to hold their interest. I work in small groups, time of each setting being 30 minutes. I would like to see it tried in a classroom where there are a variety of abilities.

#315 I feel that since the problems match and are complete, that is, with no missing parts, the educational value is minimal and math skills are not improved. I find almost no memory recall as the problems are complete with answers and involve no memory training.

V.S. Great success with younger children (1st & 2nd grade), particularly for those with severe reversal problems. Only moderately useful with older children. There is sufficient challenge in instant recognition of the whole combination for the younger, but not the older ones.

May 1, 1969

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Product Opinions #1104, 1105, 1110

Fitzhugh Plus Program
Allied Education Council
Galien, Michigan 49113
Copyright: 1966
$14 Entire set

Program consists of a teacher's manual giving background and philosophy of the program, and several "series" dealing with different subject matters of language and numbers, and spatial organization. These series are presented in individually paced, self-instructional workbooks that inform the child when he is correct, and are sufficiently repetitive to enforce complete learning. Useful as a supplementary, remedial, or preparatory aid for pupils with learning deficiencies.

EVALUATIONS

	#302	#310	#610
Relevant & accurate?	Yes	Basically	Yes
Attractive to pupils?		Yes	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	Yes	No	Yes
Effectiveness justifies cost?	Yes	Yes	Yes
Used as producer intends?		Yes	Yes
How long have you used it?	Year	More than a year	2 years
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	Brief explanation	No
Age for which used	6-14	8-15	6-9
Other ages recommended		4-7	
Learner characteristics	Average	Slow	Average, slow
Curricular function	Regular, remedial supplementary	Remedial	Remedial
Teaching procedure		Individual with some supervision	Unsupervised

#302 My young students like these work books because they know at once whether or not their answers are correct. They cannot argue with the little yellow mark on the paper, however they do get weary of having the teacher tell them that they are wrong. Book 3 with its pictured beginning vocabulary has been a "boon" and a challenge to my dyslexic student. He is making progress, enjoying his work, and slowly gaining confidence. Book 4 has been particularly good for my boy who can read but whose reasoning ability needs much improvement. The questions stress "how many, each," which are so difficulat for these people, however when written in a vocabulary which is not too difficult, slow but sure progress becomes evident.

#310 A good material that could be improved to become an excellent material. Basically accurate but pictures could be more realistic and use of all capitals is inconsistent. I feel it is somewhate expensive for a consumable workbook but price has decreased once and is expected to again.

Product Opinions #1106

"Mott Basic Language Skills Program"
Allied Education Council
Galien, Michigan 49113

Workbooks contain photographs of objects frequently used by people in homes and schools. The word for the object is presented in large type with a space provided for the student to copy the word. As he fills in blanks he immediately removes the plastic strip that covers the answers to be sure that he is right. If he is not right, he can then correct himself. The word is also included in a sentence. A review story is presented at the end of each unit.

EVALUATIONS

	#301	#508	#606
Relevent & accurate?	No	Yes	Yes
Attractive to pupils?	No	Yes	Yes
Durable?	No	Yes	Not used long
Teacher manual adequate?	Yes	Yes	Had none
Effectiveness justifies cost?	No	Yes	Yes
Used as producer intends?	Yes	Yes	Don't know
How long have you used it?	Year	Month	Month
Were you using it before request for evaluation?	Yes	Yes	No
Special training needed for use?	No	Yes	Yes
Age for which used	Adults	14,18	10-18
Other ages recommended			
Learner characteristics	Average, slow	Slow	Slow
Curricular function	Regular	Regular	Supplementary, remedial
Teaching procedure	Supervised study	Small group	Supervised stud

#301 I am not impressed with this material. It uses poor quality paper, is bulky and comes apart easily.

#508 Should be used for the slow learner, not severely retarded or perceptually handicapped. It is related to common experience and reinforces previous principles taught. Each item learned builds to new knowledge and relates to past learning. It is too costly to use up by one student. I have the child write on a separate sheet of paper. I use each lesson for about three sessions. It is well designed to present related material.

#606 Appealed to older underachieving disturbed boys better than many other remedial materials, because the words were polysyllabic.

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PRODUCT OPINIONS
#1178

Listening & Moving, The Development
of Body Awareness & Position in Space
Educational Activities, Inc.
Freeport, New York 11520
Copyright 1967 Price $5.95

Record for the development of body awareness and position is space through preception of body surfaces of self and other people and object.

EVALUATIONS

	#106	#406
Relevant & Accurate?	Yes	Yes
Attractive to Pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	Yes	No
Effectiveness justifies cost?	Yes	Yes
Used as producer intends?	Yes	Yes
How long have you used it?	Month	Month
Were you using it before request for evaluation?	No	Yes
Special training needed for use?	No	Yes
Age for which used	9	5-11
Other ages recommended	1-10	5-18
Learner Characteristics	Slow	All
Curricular function	Supplementary	Regular, Remedial Supplementary
Teaching procedure	Small group	Small Group

#106 The student enjoyed the movement as a change from regular studies.

#406 The record has helped to accomplish some of the things we had been trying to teach. The teacher must demonstrate as the pupils follow the record. The students found it interesting, but hard to follow in some parts. I would have liked a guide or preview or a bit of explanation of the record before using.

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Product Opinions #1199

"Eyegate Filmstrips"
Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

A whole series of filmstrips and tapes on reading, speech, mathematics, number comprehension, health habits, safety rules, good citizenship, social behavior, nature, animals, seasons, weather, and history. Includes a special set of filmstrips for Educable and Trainable Mentally Retarded.

EVALUATIONS

	#404	#406	#802
Relevent & accurate?	Yes	Yes	Yes
Attractive to pupils?	Yes	Yes	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?		Yes	No
Effectiveness justifies cost?	Yes	Yes	No
Used as producer intends?	Yes	Yes	No
How long have you used it?	1 week	1 week	
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	No	Yes
Age for which used	8-11	7-16	6-10
Other ages recommended		Younger normal children	
Learner characteristics	All	Average, slow	All
Curricular function	Supplementary	Supplementary	Remedial
Teaching procedure	Group	Group	Small group

#404 The pictures were delightful, the story interesting. I used this when I taught the youngest trainable group.

#406 "The Seasons in Oaktree" It would seem that small children up through the 2nd grade and retarded children of higher age would enjoy it more. Older retarded children might consider these films infantile. I'm impressed that the film deals with so many things or habits the children need to know. These sorts of films enrich our offerings for trainable children.

#802 "Riddle-a-Rhyme" Used for speech defects and delayed language. It is primarily aimed at the classroom teacher. It needs to be adapted for more speech practice. The strips are not too practical for the travelling speech therapist as we don't have time to set up projectors after rounding it up. Many children were bored with rhymes quickly.

June 5, 1968

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Product Opinion #1263

Affixo
Remedial Education Press
2138 Bancroft Place NW
Washington D.C. 20008
Copyright 1967 Price $2.00

Work with 13 root words, 17 common suffixes and prefixes, producing 160 possible inflected forms, for the child with severe reading difficulties.

EVALUATIONS

	#301	#802	#
Relevant & Accurate?	Yes	Yes	
Attractive to pupils?	Yes	Yes	
Durable?	Yes	Yes	
Teacher manual adequate?	Yes	Yes	
Effectiveness justifies cost?	Don't know	Don't know	
Used as producer intends?	Yes	NO	
How long have you used it?	Week	Week	
Were you using it befor request for evaluation?	No	No	
Special training needed for use?	No	Yes	
Age for which used	15-18	10-11	
Other ages recommended			
Learner Characteristics	Slow	Average	
Curricular function	Regular, Remedial Supplementary	Remedial	
Teaching procedure	Small group Unsupervised study	Small Group	

#301 Didn't find the material too valuable. Too limited. Good for right-left visual direction.

#802 It was challenging to the children and they enjoyed making the new words. One of the affixes could be both prefix or suffix - en. It was a little confusing to the children. I used it as a game for the purpose of maximum speech therapy for the children.

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Product Opinions #1147

Cuisenaire Rods
Cuisenaire Company of America
9 Elm Avenue
Mount Vernon, New York 10550
$6.95

A set of cloth string-tied bags, each containing seventy-two brightly colored rods of ten varied lengths. Each different length is color-coded and represents a number, which can be combined with other lengths to demonstrate number relationships. Teaches basic principles of addition, subtraction, fractions, etc., through color, touch, and manipulation.

EVALUATIONS

	#310	#505	#701
Relevant & accurate?	Yes	Yes	Yes
Attractive to pupils?	Yes	Yes	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	Yes	Yes	Yes
Effectiveness justifies cost?	Yes	Yes	Yes
Used as producer intends?	Yes	Yes	
How long have you used it?	More than a year	5 years	1 year
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	No	Yes
Age for which used	7-10		5-6
Other ages recommended	5-6, 11-12		4, 7
Learner characteristics	All	All	Average, slow
Curricular function	Regular, remedial, supplementary	Supplementary, remedial	Supplementary, remedial
Teaching procedures	Group, small group, unsupervised	Small group, unsupervised	Small group, unsupervised

#310 For used with the visually or mentally handicapped or whenever child is unable to visualize concrete concepts or can be stimulated by discovery approach. Visually and tactually very appealing -- hard to keep hands off -- reasonable cost. Here is a supplementary aid that has possibilities limited only by time spent and the imagination of the teacher -- but it is that -- a supplementary aid. I don't see this as an arithmetic program to replace, for instance, Stern's Structural Arithmetic, although concepts of the programs overlap.

#505 Without supervision of those using the rods, they are easily lost. It seems to me that larger rods would be more practical especially for use with cerebral palsied children. The box in which they came was not very durable and soon went to pieces. For the price paid, I think a stronger container could be provided.

#701 The Cuisenaire Rods were quite good for use with a small group of students. Many of the average and above average children in the regular classroom used these for supplementary work as well as creative investigation of their new math concepts.

February 17, 1969

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Product Opinions #1191-1193

Basic Songs for Exceptional Children
Concept Records
North Bellmore
Long Island, New York
$6.95 each

These are three 33 1/3 RPM records designed to be used with Neurologically Impaired, Mentally Retarded, and Emotionally Disturbed Children. The first deals with body concepts and self-identity, time relationships and sequences, and environmental experiences; the second with hygiene, nutrition, exercise, and rest; and the third with body articulation, orientation, and rhythmic motor coordination through active participation with the songs. A teacher manual is included with each record.

EVALUATIONS

	#314	#509
Relevant & accurate?	Yes	Yes
Attractive to pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	Yes	Yes
Effectiveness justifies cost?	Yes	Yes
Used as producer intends?	Yes	Yes
How long have you used it?	2 months	1 month
Were you using it before request for evaluation?	Yes	No
Special training needed for use?	No	Yes
Age for which used	6-13	5-18
Other ages recommended	4-5	
Learner characteristics	Slow	Slow
Curricular function		Supplementary
Teaching procedure	Small group	Small group

#314 I have found records 1 and 3 effective with the younger group in my room and record 2 better with the older group, ages 6-8 and 9-13.

#509 These records meet an important need in providing learning experiences for the trainable. The catchy simple tunes are pleasant and even a non-musical teacher could handle them. Many of the concepts are in the TMR and the songs could fit in with the Primary Peabody Language Material. Teacher manual is exceptionally sound in concept and suggestions on effective presentation.

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PRODUCT OPINIONS
#1256

Signs of Everyday Life
Exceptionale Products Company
Box 6374
Richfield Branch
Minneapolis, MN 55440

101 rectangular cards printed in 2 inch block letters showing 28 signs of common places and things, 32 warnings signs, and 41 signs of instruction, guidance, and direction. Useful for primary children with reading handicaps in building a meaningful everyday sight vocabulary and in developing acceptable social behavior and skills.

EVALUATIONS

	#206	#606
Relevant & Accurate?	Yes	Yes
Attractive to Pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	None	Yes
Effectiveness justifies cost?	Yes	Yes
Used as producer intends?	Yes	Yes
How long have you used it?	Month	2 Months
Were you using it before request for evaluation?	No	No
Special training needed for use?	No	No
Age for which used	12-15	9-12
Other ages recommended		13-18
Learner Characteristics	Slow	Slow
Curricular function	Supplementary	Remedial Supplementary
Teaching procedure	Group, Small Group Unsupervised study	Group, Small group Unsupervised study Individual

#206 Kids seemed highly motivated. They knew many, recognizdd others without knowing meaning.

#606 Adapt for a language master. Prepare a tape which "reads" the words for children with learning problems. Create stories which use the words.

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Product Opinions #1409

Sights and Sounds
Captioned Films for the Deaf
UOSE/HEW

Using gross noises of the circus, home, band concert, the city, farm, and Christmas, this set of six long play records and six corresponding captioned and non-captioned filmstrips develops auditory perception in the hearing impaired primary level child. At the end of each sight-sound sequence, twelve sounds selected from the story are used to test perceptual improvement, using test booklets, erasable grease pencil, and the testing bands that are part of each record.

EVALUATIONS

	#204	#807
Relevant & accurate?	Yes	Yes
Attractive to pupils?	Yes	Yes
Durable?	Definitely	Yes
Teacher manual adequate?	Definitely	Yes
Effectiveness justifies cost?	Yes	Yes
Used as producer intends?	Primarily	Yes
How long have you used it?	4 years	4 months
Were you using it before request for evaluation?	Yes	Yes
Special training needed for use?	Not necessarily	No
Age for which used	4-9	4-10
Other ages recommended	10-11	
Learner characteristics	Average	All
Curricular function	Regular, Supplementary for later Elementary, Remedial for Readiness - Normal Hearing	Regular
Teaching procedure	Small group	Small group

#204 The item has incorporated units of sounds and sights that are of most interest and most familiar to young children. The colors in booklets and on the film strips are beautiful -- the sounds authentic and clear. One look at my copy tells it has been put to much use. The filmstrips can be incorporated with unit projects -- spelling -- field trips. I have used the auditory stimulus to produce spelling words of object or sound. No teacher training needed although a teacher of deaf would have to know if a child is capable of hearing certain frequency sounds.

#807 It would be very useful for other than hard of hearing but it is hard to get a hold of for others. This can be purchased through University Films Inc., New York City, and McGraw-Hill Book Co. for children other than deaf youngsters.

Product Opinions #1410

See and Say Puzzle Cards
Visual-Motor Perception Teaching Materials
Teaching Resources
334 Boylston Street
Boston, Massachusetts
1967
$4.75

Fourteen pairs of picture cards showing items with names that rhyme. The cards are matching by sound and only the correct pictures will lock together to form a "puzzle."

EVALUATIONS

	#206	#405	#819
Relevant & accurate?	Yes	Yes	Yes
Attractive to pupils?	Fairly	Could be improved	Yes
Durable?	Yes	No	No
Teacher manual adequate?	Didn't use.	No	Yes
Effectiveness justifies cost?	Don't know	Yes	Don't know
Used as producer intends?	No	No	No
How long have you used it?	2 years	A year	2 weeks
Were you using it before request for evaluation?	Yes	Yes	No
Special training needed for use?	No	No	No
Age for which used	5-7	6-16	6-8
Other ages recommended	3-4, 8-10		
Learner characteristics	All	Average, slow	Average
Curricular function	Supplementary, remedial	All	Supplementary
Teaching procedure	Small group	Group, unsupervised study	Small group

#206 Used in speech correction for motivation for speech, sound awareness, vocabulary building, coordination of speech development and reading readiness. Will work with most any handicap; visual perception development, probably visual motor coordination. Could be more cards, longer sequence of rhyming words. Not real attractive, but clear, uncluttered. Greatest assets are durability, freedom from distraction, and simplicity of design. Also, I think, its uses are as many as the teachers who use it.

#405 Item should be in color against off-white background. Suggest that it be laminated in plastic for durability. Instructions should be logical guide to various uses. If lasting quality can be increased, cost is justified.

#819 Placed the puzzle parts upside down in two groups. As a child attempted to match two parts he was asked to use a phrase such as "A tree goes with a bee." The children enjoy rhyming the words. Could be made more durable with a plastic finish. I used it to motivate language rather than visual perception. Since I have made many materials to fit the needs of my classes in speech and hearing therapy, I would not be tempted to purchase this item.

Product Opinions #1411

"Frostig Program of Visual Perception"
Follett Company
1010 W. Washington Blvd.
Chicago, Illinois
Copyright: 1966
$3.75

A set of books with removable worksheets, meant to cover three semester's work. Used to develop visual discrimination in the Perceptually Handicapped child, in the formation and directionality of figures and characters; positional relationships between objects; perception and identification of forms regardless of different sizes, color, position; drawing; writing; identification of relevent stimuli from distracting backgrounds.

EVALUATIONS

	#508	#702	#807
Relevent & accurate?	Yes	Yes	Yes
Attractive to pupils?	Yes	Yes	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	Yes	No	Yes
Effectiveness justifies cost?	Yes	No	Yes
Used as producer intends?	Yes	Yes	Yes
How long have you used it?	6 months	More than a year	2 years
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	Yes	Yes	Yes
Age for which used	4-6	6-10	5,6,8
Other ages recommended	Any	4,5	4-15
Learner characteristics	Slow	Brain damaged	All
Curricular function	Regular, remedial	Remedial	Remedial
Teaching procedure	Group, individual	Small group	Small group, individual

#508 Material is clean cut and directions for use are clear. Paper is firm, but material is up by the subjects. However duplicator material is available. The program is corrective and preventive. It would be well to use this material at the earliest school age to see that perceptions are well developped.

#702 Instruction booklet would not be adequate for any teacher new in the field.

#807 The program can be used in the regular classroom such as kindergarten or with special education classes for children with learning difficulties. Could be a corrective and preventive supplementary measure.

EVALUATION OF AN INSTRUCTIONAL MATERIAL
FOR THE EDUCABLE MENTALLY RETARDED

1. Trade name of item: *Teaching Pictures and Songs for the Flannel Board*

2. Publisher or producer's name and address:
David C. Cook Publishing Company
850 North Grove Avenue
Elgin, Illinois 60120

3. Copyright or production date, if given: *1966*

4. Developmental information: Not Available

4a. Author____________________ X

4b. Where developed____________________ X

4c. Why developed____________________ X

5. Evaluation setting: *Primary educable mentally retarded classroom located in a high socio-economic urban area.*

6. Contents:

6a. Subject matter area(s): *Social Studies, Health, Science, Safety*

6b. Factually accurate? Yes X No___

7. Description of the item: *Teaching Pictures - Packets contain 12 color pictures and resource sheets which provide teaching ideas (Suggested questions, background information, rhythmic activities, ideas for class projects, and stories to tell. Songs for the Flannel Board - Packets include picture-illustrated songs, which are also incorporated on a record.*

8. Describe how you used the item:
The pictures were displayed on a bulletin board and each picture was discussed individually. I followed the directions given on the resource sheets.

Is this the use the manufacturer recommends? Yes X No___

9. Cost $ *1.98 per packet*

9a. Does its teaching value or effectiveness justify its cost? Yes X No___

10. Physical characteristics:

10a. Is it adequately durable? Yes X No___

10b. Can it be reused? Yes X No___

10c. Are replacement parts available? Yes___ No___

Information not available X

10d. Is it portable? Yes X No___

10e. Is it easy to use? Yes X No___

11. Teaching procedure: *Show picture, discuss, ask questions, sing songs, use filmstrip, etc.*

12. Teacher preparation:

12a. Is a teacher manual available? Yes X No___

12b. If available, is it adequate? Yes X No___

12c. Would some special teacher training be advisable in order to make effective use of it?

Very necessary___ Helpful___ Unnecessary X

12d. Are pupil progress reports provided? Yes___ No X

13. Pupil reaction:

13a. Attractive? Yes X No___

13b. Does it consistently hold the interest level over a period of time? Yes X No___

14. Comments: *Every two or three weeks a different packet was displayed and a teaching unit was developed around the theme of that particular packet. These materials are very helpful since there are few materials available that cover the subject areas included in the packets.*

Evaluator *Carole Seffrin*

Date *February 17, 1969*

PRODUCT OPINIONS
#1942

Spin-It Sets 1&2
Speech & Language Materials
Box 721
Tulsa, OK 74101
Copyright 1967 Price $12.00

Each set consists of four colorful cards with divided circles and plastic spinning arrows, each emphasizing one consonant or blend sound as the medial or final sound in the name of the object depicted.

EVALUATIONS

	#808	#823
Relevant & Accurate?	Yes	Yes
Attractive to Pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	Yes	None
Effectiveness justifies cost?	Yes	No
Used as producer intends?	Yes	Yes
How long have you used it?	Month	Month
Were you using it before request for evaluation?	Yes	No
Special training needed for use?	Yes	No
Age for which used	5-6	5-7
Other ages recommended	4-8	
Learner Characteristics	Fast	Average
Curricular function	Remedial	Remedial
Teaching procedure	Group, Small group	Small group

#808 The "Spin-It" set are a very useful aid in speech correction. They are most effective when used with early elementary school children. They are easily adapted to word, controlled sentence, and conversational speech work.

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PRODUCT OPINIONS
#1940

Listening Time Stories (Vol. 1-3)
Bowmar Records, Inc.
10515 Burbank Boulevard
North Hollywood, Cal.
Price $7.95

Three albums of children stories making use of isolated consonant sounds. Suggested for children between ages four and eight. Used for speech improvement and relaxation—helping to improve auditory skills.

EVALUATIONS

	#802	#818
Relevant & Accurate?	Yes	Yes
Attractive to Pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	Yes	None
Effectiveness justifies cost?	Yes	Yes
Used as producer intends?	Yes	Yes
How long have you used it?	Week	Week
Were you using it before request for evaluation?	No	No
Special training needed for use?	No	Yes
Age for which used	5-6, 8-9 Retarded	1-6
Other ages recommended	4	
Learner Characteristics	All	All
Curricular function	Remedial	Supplementary
Teaching procedure	Group Small Group	Group

#802 Could be used in kindergarten speech improvement for all children or even for pre-schoolers. Parents could easily help their children with these records.

#818 It is attractive to pupils, but not above the 1st grade level. Some training is valuable in the area of awareness of listening developmental stages.

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Product Opinions #894

"Peabody Language Kit #1"
American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014
Copyright: 1967

Visual and kinetic materials, consisting of manual, pictures, and manipulative puppets developed to encourage good articulation and speech patterns in the pre- and primary school child.

EVALUATIONS

	#301	#604	#810
Relevant & accurate?	Positively	Yes	Yes
Attractive to pupils?	One of the best	Yes	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	Yes	Excellent	Yes
Effectiveness justifies cost?	Yes	Yes	Yes
Used as producer intends?	Yes	Yes	Yes
How long have you used it?	1 year	1 year	More than a y.
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	Yes	Yes
Age for which used	10-12	7-11	3-8
Other ages recommended	3-9		
Learner characteristics	All	All	Slow
Curricular function	All	Regular, supplementary	Remedial
Teaching procedure	Group, small group	Group, sm. group	Small group

#301 Useful for Speech Defective, Language Impoverished, and Mentally Handicapped. Reinforces weak language patterns and establishes new ones. A most beautiful and worthy product to implement the language arts and communication problems of elementary children.

#604 Suitable for all primary pupils except where physical handicap would make such materials inappropriate.

#810 This is a most valuable tool not only for speech pathologists but also for pre-school and primary teachers and especially for teachers of EMR.

PRODUCT OPINIONS
#2014

Pathway School Program 1
Eye-Hand Coordination Exercise
Teaching Resources
334 Boylston Street
Boston, Mass.
Copyright 1968 Price $15.00

A ball hanging at a set position from a wooden support rod is to be batted by wooden rolling pins against a color target at certain distance. Manual exercise of increasing difficulty are structured to improve skills in eye-hand coordination.

EVALUATIONS

	#315	#406
Relevant & Accurate?	Yes	Yes
Attractive to Pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	Yes	Yes
Effectiveness justifies cost?	Yes	Yes
Used as producer intends?	Yes	Yes
How long have you used it?	Month	Week
Were you using it before request for evaluation?	No No	No No
Special training needed for use?	No	No
Age for which used	7-12	6-16
Other ages recommended	6-18	
Learner Characteristics	Slow	Slow
Curricular function	Supplementary Remedial	Remedial
Teaching procedure	Group, Small group Unsupervised study	Small group

#315 The children loved this "ball game" and would stand in line to play the games as we called the exercises. After brief instruction 3 or 4 of same height would practice quietly as others came for reading or math groups. It is easily installed and adjustable.

#406 The children liked this device. All could participate on some level. You could tell the ones who had difficulty with hand work in their inability to do the most difficult of the tasks. I would like to have one for our group because it works with the arms and eyes better than some things we use which develop the eyes more.

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PRODUCT OPINIONS
#2470

Listening and Speech Number 1
Pacific Records
Box 558
Palo Alto, CA 94302
Price $5.95

Stories on record stressing certain speech sounds (R, S, L, & CH) to promote active participation by the children and improve listening ability.

EVALUATIONS

	#802	#817
Relevant & Accurate?	No	Yes
Attractive to Pupils?	No	Yes
Durable?	Yes	Yes
Teacher manual adequate?	None	None
Effectiveness justifies cost?	No	No
Used as producer intends?	Yes	Yes
How long have you used it?	Didn't use	Week
Were you using it before request for evaluation?	No	No
Special training needed for use?	No	No
Age for which used	4-5	5-6
Other ages recommended		3-4
Learner Characteristics	Slow	All
Curricular function	Remedial	Remedial Supplementary
Teaching procedure	Small group	Small group

#802 I did not use it as it was too elementary for my students. I felt the adults were too patronizing to the children on the record. Children would not like the voice of the woman on the record. The stories are too long and not really interesting; almost silly. I have previously played Elaine Mikalson's 2 volumes to children and found that they did not identify with her or even enjoy the records. She is just too gushy and very artifical sounding.

#817 They liked it!

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PRODUCT OPINIONS
#2492

Word Making Cards
Word Making Productions
Box 305
Salt Lake City, UT 84110
Copyright 1968 Price $8.00

A set of word cards (pictures) foled according to sound content to be used for stimulation and elicitation of speech sounds and language development activities.

EVALUATIONS

	#824	#818
Relevant & Accurate?	Yes	Yes
Attractive to Pupils?	No	No
Durable?	Yes	Yes
Teacher manual adequate?	Yes	Yes
Effectiveness justifies cost?	No	No
Used as producer intends?	Yes	Yes
How long have you used it?	2 years	3 years
Were you using it before request for evaluation?	Yes Yes	Yes Yes
Special training needed for use?	No	Yes
Age for which used	5-12	1-10
Other ages recommended		11-12
Learner Characteristics	All	All
Curricular function	Supplementary	Remedial Supplementary
Teaching procedure	Group Small group	Small Group

#824 May be of value to beginning clinician who doesn't have sets of stimulation cards.

#818 This device could be improved with color and a more durable finish on the cards, but it is very useful as is.

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Product Opinions

My Speech Workbook I-II
Interstate
Danville, Indiana
1964
$2.50

Workbooks providing practice in articulation of "S," "Z," and "R" sounds through isolation of the sound, stimulation, identification, discrimination, reinforcement, etc. Most helpful when used as a supplemental aid at home, individually or with the help of a parent. For the child with cerebral palsy, cleft palate, learning English as a second language, the mentally retarded and accoustically handicapped.

EVALUATIONS

	#816	#822	#824
Relevant & accurate?	Yes	Yes	Yes
Attractive to pupils?	Somewhat	Yes	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	There is none	Yes	There is none
Effectiveness justifies cost?	Yes	Yes	Yes
Used as producer intends?	Yes	Yes	No
How long have you used it?	4 years	6 years	More than a year
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	No	No
Age for which used	5-9	10-13	5-12
Learner characteristics	All	Fast, average	Average
Curricular function	Supplementary	Remedial	Supplementary
Teaching procedure	All	Unsupervised study	Group, small group

#816 Activities are very self-explanatory. Many activities could be thought of as busy work but still apply some needed repetition and experience. I wish there had been some easier method of removing pages for the children individually to work on. All in consideration, I feel it is a very useful supplementary book.

#822 At times the instructions and pictures give the impression that the books are for primary students. However, most of the materials only lend themselves to upper elementary or junior high students. A good supplemental aid to be used for improving misarticulations of S & Z, and R at home.

#824 Has variety of activities for use in individual and group therapy. Excellent as supplemental material.

Product Opinions II

My Speech Workbook I-II
Interstate
Danville, Indiana
1964
$2.50

Workbooks providing practice in articulation of "S," "Z," and "R" sounds through isolation of the sound , stimulation, identification, descrimination, reinforcement, etc. Most helpful when used as a supplemental aid at home, individually or with the help of a parent. For the child with cerebral palsy, cleft palate, learning English as a second language, the mentally retarded and accoustically handicapped.

EVALUATIONS

	#808	#811	#823
Relevant & accurate?	Yes	Yes	Yes
Attractive to pupils?	Yes	Not colorful but fun	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	There is none	Yes	Self-explanatory
Effectiveness justifies cost?	Yes	Yes	Yes
Used as producer intends?	Yes	Yes	Yes
How long have you used it?	More than a year	4 years	6 years
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	No	No
Age for which used	7, 11	6-9	7-12
Learner characteristics	All	Average	
Curricular function	Supplementary	Supplementary	Any
Teaching procedure	Small group	Small group, unsupervised study	Small group

#808 The lessons are practical and interesting to the children and make fine supplementary material. Many pages could be used with children who have difficulaties in phonics.

#811 These books are particularly useful for use with children who need reinforcement -- those who seem to make only minimal progress in a twice a week program. If given as a home assignment, the parent could benefit from some instruction.

Product Opinions #2018 - 2021

Stern Arithmetic
Houghton Mifflin Company
1900 S. Batavia Avenue
Geneva, Illinois 60134
$27 - $28

The program consists of Teacher Manual and film strip, reinforced by the individual use of workbooks and colored wooden counting blocks that fit into pattern boxes and boards. Demonstrates mathematical concepts and relationships through color cue, touch, and arrangement. Sets for Kindergarten through third levels.

EVALUATIONS

	#315	#610	J.L.
Relevent & accurate?	Yes	Yes	Yes
Durable?	Yes	Yes	Yes
Teacher manual adequate?	Yes	If used	Yes
Effectiveness justifies cost?	Yes	Yes	Don't know
Used as producer intends?		Yes	No
How long have you used it?	3 years	4 years	
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	Beneficial	No
Age for which used	5-10	8-15	4-12
Other ages recommended		5-7	
Learner characteristics	Average, slow	Average, slow	Average, slow
Curricular function	Supplementary, remedial	Supplementary, remedial	Supplementary, remedial
Teaching procedure	Small group	Group, unsupervised	Small group, unsupervised

#315 The Structural Materials are attractive and are manipulative. Thus are appealing and motivating to children, especially valuable in classes for Mentally Handicapped, slow learners, those unable to abstract. The math presentation is block vertical instead of spiral with addition and subtraction presented separately. (Also better for MR). Concrete, colorful, game-oriented.

#610 The Stern's Kits are a necessary part of my classroom math materials - used properly they have helped my pupils. I personally think that this program can be adapted to any class as a program which would be beneficial to all children. The materials are colorful and easy to handle, and after the teacher has given instructions to the children in a group, they can work individually or in small groups and the teacher can work with individuals if necessary. I think that this is excellent and sound material to use with children who cannot think in the abstract: slow learners, problem children, emotional problems. In-service help would be beneficial, but not necessary if the teacher follows the directions of the program.

J.L. Although I have not used it with children, I have seen a demonstration of its potential. It is extremely effective and valuable, particularly for the aphasic retarded, brain damaged, blind. I would find the Stern materials very useful for development of math concepts on the elementary or junior high level.

BEST COPY AVAILABLE

Product Opinions #1782

"Best Speech Series, My Sound Books & Manual"
Stanwix House
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204
Copyright: 1960
$1.25 each

Group of speech books, each emphasizing a particularly difficult speech sound, containing material for auditory discrimination and speech practice. For use by speech therapists as well as classroom teachers.

EVALUATIONS

	#802	#816	#821
Relevant & accurate?	Yes	Yes	Yes
Attractive to pupils?	Yes	Yes	Yes
Durable?	Yes	Yes	No
Teacher manual adequate?	Have not seen	Yes	Do not have
Effectiveness justifies cost?	Yes	Yes	Yes
Used as producer intends?	No	Yes	Yes
How long have you used it?	3 years	More than a year	A year
Were you using it before request for evaluation?	Yes	Yes	Yes
Special training needed for use?	No	No	No
Age for which used	6-7	6-17	6-12
Other ages recommended			
Learner characteristics	Average	Average	All
Curricular function	Remedial	Supplementary	All
Teaching procedure	Small group	Small group	Group, unsupervised study

#802 Useful for group work and individual speech practice. Can be used by parents to help child at home.

Product Opinions

Go-Mo Cards
Go-Mo Products, Inc.
1441 Headford Avenue
Waterloo, Iowa
P.O. Box 143

A set of twelve pairs of picture cards suitable for use in games, identification, stimulation, and conversation activities. Used to learn specific sounds or groups of blends. Twenty-three different sets available.

EVALUATIONS

	#817	#822	#824	#827
Relevant & accurate?	Yes	Yes	Yes	Yes
Attractive to pupils?	Reasonably	Yes	Yes	Adequately
Durable?	Yes	Yes	Yes	Yes
Teacher manual adequate?	Had none	Yes	Yes	No
Effectiveness justifies cost?	Yes	Yes	Yes	Yes
Used as producer intends?	Yes	Yes	Yes	Yes
How long have you used it?	Several years	5 years	1 year +	3 years
Special training needed for use?	No	No	No	No
Age for which used	6-12	6-16	5-15	6-18
Other ages recommended				4-5
Learner characteristics	All	All	Fast	All
Curricular function	Remedial		Remedial	Supplemental remedial
Teaching procedure	Small group	Small group	Group	Small group

#817 To be used for the speech defective. Generally speaking, valuable aid in therapy procedures, although some of the pictures are outside the experience of many children. Cards can be used in a much wider variety of ways than the manuafacturer suggests. Reasonably attractive, however the colors are rather washed out.

#822 Speech pathologists will find these cards helpful in reinforcing particular sounds. These cards have a light coating that permits them to be cleaned with a damp cloth. They are reasonably priced.

#827 These cards are of great value in speech therapy because of their ease ofuse and handling, their attractiveness to students, and the variety of activities in which they may be used. More color would increase attractiveness, but present color seems adequate. More uses and activities could be suggested in the teacher manual.

May 24, 1968

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Product Opinions

Mitchell Wire Forms Kit
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

A kit with a set of geometric figures for use in explaining mathematics and geometry. It includes 15 solids, 11 planes and 24 wire forms of the same scale contained in a durable, wooden box.

EVALUATIONS

	#103	#104
Relevant & accurate?	Yes	Yes
Attractive to pupils?	Yes	Yes
Durable?	Yes	Yes
Teacher manual adequate?	There is none	There is none
Effectiveness justifies cost?	Yes	Yes
Used as producer intends?	Yes	Yes
How long have you used it?	Longer -1 year	5 years
Were you using it before request for evaluation?	Yes	Yes
Special training needed for use?	No	No
Age for which used	12-16	7-13
Other ages recommended	6-11	4,5, 14-16
Learner Characteristics	All	All
Curriculum function	Regular, supplementary	Regular
Teaching procedure	Small group	Small group, unsupervised study

#103 Since the new math emphasizes geometric figures starting in the first grade, the Mitchell Wire Forms Kit has some value at that level. However, we have found it most useful at the junior high school level. They are accurately construcsed and easy to manipulate. Its use and value are obvious.

#104 Some of the wire forms and planes can be used in Thermoforming additional material.

EARLY CHILD-USE MATERIALS: REPORTS AND NEWS RELEASES

Developement of the Recorded Aid for Braille Music

S. Joseph Levine

The Recorded Aid for Braille Music has been developed by the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University to assist visually handicapped children in learning instrumental music. The following paper outlines the history of the project with special emphasis given to primary developmental stages.

Identification of Problems The Summer Youth Music Program (1966) held at Michigan State University pointed out a need for improved materials for blind musicians. Twelve blind high school students attended the program. They all showed enthusiasm with the opportunity of extending their musical knowledge, but expressed a definite need for:

1. more preparatory materials (quantity available)
2. improved preparatory materials (instructional techniques)
3. better quality materials (selection).

Local surveys of teachers of the blind (Michigan and Indiana) supported the student comments.

Independent Survey Initial research and survey was instituted outside of the IMC by independent teachers interested in seeing such materials developed. Their survey included three main parameters, all of which supported the hypothesis that a need did exist.

1. teachers of the blind
2. professional teacher organizations
3. available materials (Library of Congress, American Printing House for the Blind).

With this initial step taken, the IMC was asked to assist in seeing materials developed. IMC staff met, reviewed possible alternatives, and decided to accept responsibility for developing prototype materials.

Initial Design An initial design was developed in conjunction with the initiators of the project. A multi-sensory approach, calling for tactual and audio materials, was outlined. A survey was taken of volunteer readers who had experience in tape recording for the blind. This survey showed that there is: 1) little organized recording activity being conducted for blind musicians, and 2) no organized format for presentation of recorded material. Unsolicited comments supported the original hypothesis that materials in this area are needed.

Throughout the design period, organizations connected with the education of blind musicians (Library of Congress, Michigan School for the Blind, etc.) were kept informed of the project. Periodic meetings with these groups were held to assure that the design of the Recorded Aid for Braille Music met the identified needs.

Prototype Developement Prototype copies of the Recorded Aid for Braille Music were developed as outlined in Prospectus Paper #3. All expenses of the pilot study were paid by the IMC.

Evaluation Copies of all materials were sent to schools serving blind students in the United States. Teachers were requested to use the materials according to:

1. general guidelines established in the IMC design
2. specific ways dictated by their particular teaching situation.

All teachers were requested to fill out evaluation forms reporting their use of the materials. These forms were then utilized by the IMC to access 1) the im of the materials, and 2) suggested revisions.

All evaluations supported the use of multi-sensory materials of this nature as effective for the education of blind musicians. A few changes, primarily technical in nature (e.g. package design, etc.) were suggested and incorporated in a new design.

Production The IMC met with the Library of Congress to discuss possible avenues for production. The Library of Congress, the primary organization in the United States for disseminating materials to the blind, offered to provide the necessary funds for production. They requested the IMC, with the experience gained in developing the prototype materials, to assist as consultant to the production.

The Educational Publication Service of the College of Education at Michigan State University, a University based production agency, agreed to carry out production of a set number of copies of the Recorded Aid for Braille Music for the Library of Congress. The IMC, in turn, released one quarter time of the original project director to serve as consultant to the Educational Publication Service. Salary for the release time of the consultant is met by the Educational Publications Service, thus no federal funds are involved in production efforts.

Production copies of the Recorded Aid for Braille Music will become sole property of the Library of Congress for dissemination to users.

AN AURAL 'VIEW'

Tapes help blind learn music

By SUSAN BLACKMUN

Negotiations for the production of a new instrumental music teaching aid for the blind are underway between the MSU Instructional Materials Center for Handicapped Children and Youth (IMC) and the Library of Congress.

If an agreement is reached, MSU's IMC will produce packages for the Library of Congress containing a tape recording, a braille transcription, and a printed copy (for the teacher) of musical selections for specific instruments.

The aid, developed by S. Joseph Levine, a research associate in the department of elementary and special education, is the first to use tape recordings to support braille reading of music.

The blind student, unable to read braille and play an instrument at the same time, is forced to play by ear or memorization.

The main purpose of the tape recording is to offer a different perspective than braille does alone.

"Without the vertical representation, the visually handicapped student is faced with the extremely difficult task of conceptualizing the pitch movement of the notes," Levine said.

Attempts to present the concept of a musical staff in braille have been unsuccessful. How can a blind student be taught relative positions of notes on a staff when he can't see them?

The tape recording will allow the student to aurally 'view' the composition through his ears, giving him a conceptual picture of what he is attempting to learn, according to Levine.

Packages are being tested in 13 residential schools for the blind and one public high school in the United States.

Tapes were made at MSU by faculty-recommended graduate students in the department of music.

As a sideline to the aid, an enlarged music sheet has been developed for students with low visual acuity.

Some form of a music sheet roll that a person could operate with a foot lever is also being explored. This roll would be in shorter segments width-wise, so that the student with low visual acuity could follow notes more easily.

Tapes are presently available for clarinet, trombone, alto saxophone, flute, coronet and trumpet.

"Our proposal now is for 17 instruments, 10 titles for each," Levine said.

If the contract is accepted, 25 packages each of the 170 titles would be prepared for the Library of Congress. More titles could be added upon demand.

"This will at least double the commercially available pieces of braille music, forgetting the tapes," Levine said.

"We've gotten excellent cooperation from music publishers in allowing us to use braille transcriptions of copyrighted scores," he added.

But he said that the "repertoire is nil" for braille music. "There is a great need for more materials."

Levine got a letter from Patricia, a student at the Alabama School for the Blind, who has used his method in her band class. She wrote that she liked the method because "it can give you a general idea of what the piece is going to do."

Patricia wanted to know if any scores were available for the accordian. Levine had to tell her no.

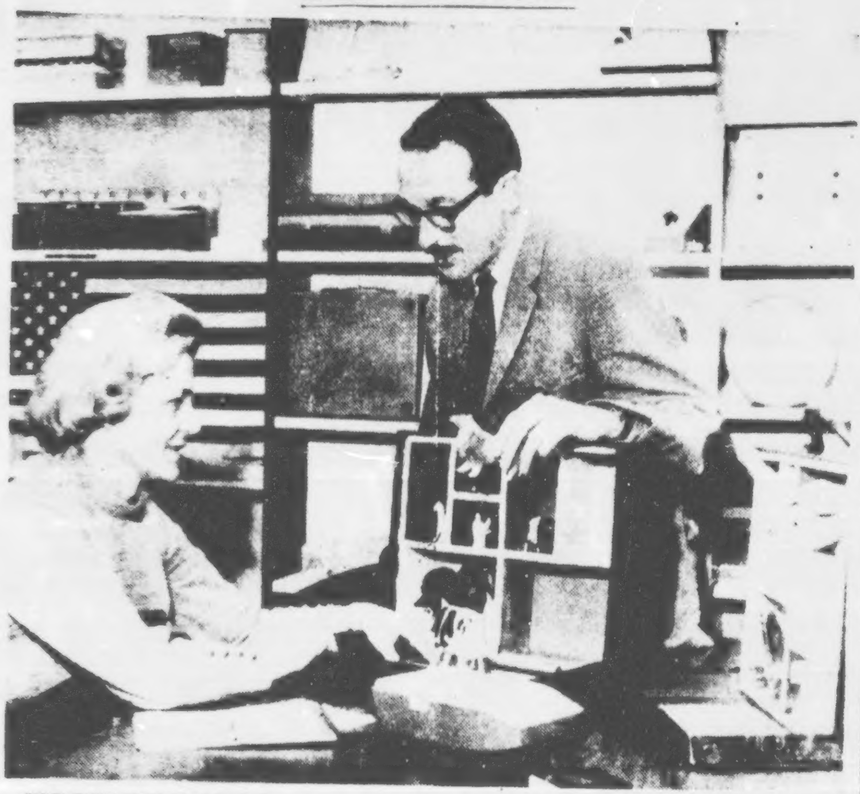
The MSU center is one of 14 IMC's across the United States. It serves Michigan, Ohio and Indiana as part of the network established by the U.S. Office of Education to aid teachers in improving the basic education of handicapped youngsters.

The IMC provides consultation, teacher education, research and instructional materials on loan to regional areas.

"Through their (IMC's) help I was able to implement these ideas," Levine said.

"Music can be a very important part of the education of children," he said. "We have developed materials that will allow blind children to share in this experience."

THE STATE JOURNAL
Lansing, Michigan
D-16 Mon., Dec. 25, 1967



FOR THE HANDICAPPED — Mrs. Denise VanAken of Rochester, Mich., a special education field consultant for Michigan, receives instruction in the use of the "suitcase tutor" from S. Joseph Levine of the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University.

Suitcase Aids Retarded Youth

Basic Instruction Device Developed at MSU

To the casual observer it looks like a plain, black suitcase.

But to a mentally retarded child it offers basic instruction in subjects ranging from personal hygiene to farm animals.

Known as the "suitcase tutor," this unique teaching aid has been developed by the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University.

The "suitcase tutor" is truly a suitcase. Made of fiberboard, it is easily transported. It contains instructional materials which have proven useful in teaching mentally retarded youngsters who are trainable.

For teaching handicapped children about farm animals, the "suitcase tutor" carries small animal models which the students can touch as each animal is explained to them. The same approach is used in teaching the children personal hygiene.

"The center's major contribution to special education," explains Mrs. Lou Alonso, center director, "is in providing information regarding curriculum, instructional materials and teaching techniques."

* * *

"The "suitcase tutor" is only one of several new teaching approaches developed by the center's staff.

A portable cartridge tape player has been adapted for use with the "suitcase tutor" and in other instructional situations. The player presents a 12-minute message and offers a wide range of uses in teaching handicapped youngsters.

The center serves teachers of students who are mentally retarded, physically handicapped, deaf, visually handicapped, emotionally disturbed, and who have learning disabilities or speech problems.

"The center cooperates with and supplements existing regional, state and local programs," Mrs. Alonso points out. "First and foremost, we serve as a central collection and depository agency for commercial and field - developed instructional materials."

MSU's computer - based Basic Information Retrieval System (BIRS), located in the College of Education, gathers and provides information regarding teaching of handicapped pupils.

In operation a year, the MSU center is one of 14 located throughout the country.

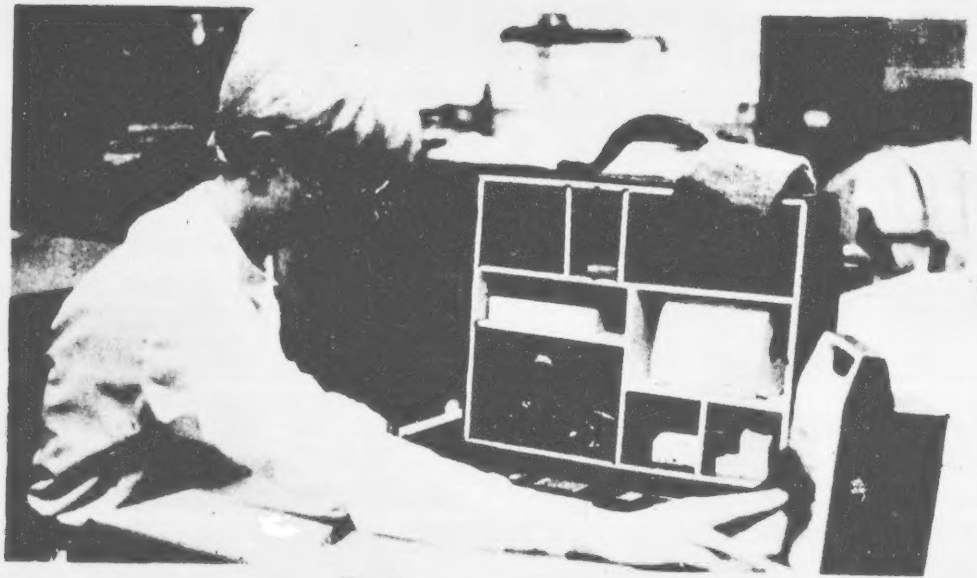
* * *

Three field consultants aid the center in this part of its activities. Mrs. Denise VanAken has clocked hundreds of miles meeting teachers and administrators throughout Michigan.

In Indiana, William McKinney contacts special education personel throughout the state. Miss Martha Venturi is the center's field consultant in Ohio. Both hold dual appointments with their State Departments of Education. This relationship between the center and the Departments of Education provides a unique cooperative effort in special education.

Another important aspect of the center is teacher training in special education. Operated in cooperation with MSU's Department of Elementary and Special Education, the center's teacher training activities include a wide ples of new instructional aids. range of involvement of students in special education programs.

The center maintains a modern library where students can study information on teaching the handicapped and use samp.es of new instructional aids.



10-27-67

Suitcase tutor

MSU center for instructional materials displays a 'Suitcase Tutor' for retarded children. Using a modified cartridge tape player, it teaches the children personal cleanliness.
State News Photo by Bob Ivins

Teaching aid for retarded

The "Suitcase Tutor", an educational aid for trainable mentally retarded children, has been recently developed by the MSU Instructional Materials Center for Handicapped Children and Youth.

The MSU Center, located in 218 Erickson Hall, is one of 14 regional centers in the United States established by the U.S. Office of Education to aid teachers in improving the basic education of the handicapped.

The "Suitcase Tutor" is a partitioned fiber-board case which is filled with related, removable objects which the mentally retarded child can comprehend in terms of everyday situations.

Several units have been created. One concerns "Self Care; Everyday Body Care." This unit includes washcloth, soap, towel, toilet paper, faucet and models of a bathtub, toilet and sink.

Each object is related to a tape on a portable tape recorder. This machine was modified at MSU so that the child could easily push a large button instead of using intricate mechanisms.

"Look at the soap. Soap is small. Soap is like a block. Soap fits in your hand. Pick up the soap," the recorded voice enunciate slowly. Other instructions follow when the button is pushed again.

Eventually the child is led through the steps of washing his hands. The tapes on the other articles in the suitcase follow a similar pattern.

The "Suitcase Tutor" unit is accompanied by an instructional booklet which offers further activities and ideas for the teacher to discuss on the subject.

Other units included in the series are "Self Care; Eating Utensils", "Household Items; the Bedroom", "Community Helpers; the Policeman", and "Animals; the Farm."

These suitcases have been assembled for demonstration and evaluation. Modifications may be made to meet teachers' needs.

Michigan State University, East Lansing
Telephone: (517) 355-2281
12/19/67

RELEASE: Immediate

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The center, operated by MSU's College of Education in cooperation with the Handicapped Children and Youth Division of the U.S. Office of Education, serves teachers and administrators in Michigan, Indiana and Ohio.

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(more)

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The center maintains a modern library where students can study information on teaching the handicapped and use samples of new instructional aids.

"Teacher preparation offers an excellent opportunity to provide future teache in special education with new approaches," Mrs. Alonso adds. "The center also provides a setting and a staff which generates a wide range of research and development activities in the field."

REPORT OF A "BARSCH ROOM" IN OPERATION

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
CHILDREN
AND YOUTH

213 Erickson Hall   Michigan State University   East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

"BARSCH ROOM"

The work presented herein is published pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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"Barsch Room"

(Experimental Room At Okemos Central School,
Okemos, Michigan, June - July, 1969)

Philosophy

Ray Barsch has described a "Movigenic Curriculum"[1] based on the principle of the child learning about the particular space world in which he lives and (hopefully) learns. Space world in this sense means the environment which surrounds the child and how he relates to it. Each child needs to learn the answers to some basic questions: "Who am I?", "What am I?", and "Where am I?". For any number of reasons some children cannot learn these terribly important answers when exposed to normal surroundings. We speak of them as having learning problems. But we, parents and educators, believe the child still wants to learn. He wants answers and needs success. Perhaps he can learn if he is exposed to a unique environment or learning situation at his own level. Based on much of Ray Barsch's philosophy and principles espoused by some of the leading proponents of the "child can learn" philosophy[2], the following guidelines were set up:

1. Using a regular classroom (inside room, having no windows) all desks, chairs and moveable furniture were eliminated, creating a non-stereotype classroom situation and feeling of space.

2. At the outset, individual structure was created for each child in regard to his relationship to the room and with the teacher. Variables influencing structure included: age, distractibility, curiosity, withdrawal tendencies, hyperactivity, anxiety, etc.

3. Groups were kept small (4-6) to enable teacher to individualize as much activity as possible.

4. Token rewards were not given. It seemed the child was sufficiently rewarded by being able to successfully accomplish any given activity. A relaxed atmosphere with a great deal of positive reinforcement (praise and encouragement) was established.

5. A particular goal in this situation was to help the child to establish his own modified goals and to seek successful resolution of any problem, through teacher help, peer group help or on his own. The important point was that his resolution was adequate for him at that time.

In structuring this room much care was given to selecting an environment which could be completely devoid of light. Initially this part was to be an experiment in visual tracking only, but we decided to broaden the scope of activities in the dark based on the following observations of childrens' responses:

1. Freedom from distractibility: with nothing to distract them visually, the children were able to pay attention to the stimulus presented--whether it was auditory, visual or tactile.

2. Increased awareness of self: it seemed that shy, withdrawn children who felt no "eye" upon them could participate more easily; at the same time, hyperactive children were sufficiently slowed down to enable them to attend to the task.

3. Increased verbalization: in the beginning the children had to ask for what they wanted, and hence they became used to talking in darkness--perhaps for company. Whatever the reason, we capitalized upon it.

4. Lack of fear: there was not one child who experienced any kind of fear. They loved the dark and often asked: "When can we turn out the lights?"

Therefore, when activities are described as "in the dark," bear in mind eager, excited, verbal, non-distracted youngsters under close supervision. (The adaptive tendencies of teachers' eyes are quite remarkable.)

Methods

In this modified classroom then, the following areas were explored:

A. Space

1. Movement: jumping, hopping, skipping, crawling, creeping, running, rolling --- but explored totally:
   a. i.e. jumping: into, off, over, onto, toward, behind, around, across, high, far, twice, 10 times, sideways, frontwards, backwards, eyes closed, continuously or starting and stopping.
   b. Utilizing some of the following aids for some of the above movements: jump ropes, balance beam, mat, slide, "footsie."
   c. Including transportation through space by another medium -- wagon, scooter boards, tricycle. (If we had had these items, skate boards, roller skates, bicycles, scooters, etc., would also have been used.)

2. Position in space: Much of this work was done in total darkness.
   a. Learning to accept clues from environment: auditory stimulus clues (direction by teacher, sounds of children, etc.) visual stimulus clues, (items which glowed in the dark, penlights, etc.)

b. Establishing item relationship with lights on and establishing same relationship with lights out. (Ex. "Find the blue rectangle on the ceiling." (Then with lights out) "Go and stand under the blue rectangle and when you think you're directly under it, turn your penlight on it."

c. Balance activities: progressing from a wide board six inches off the floor to walking on a two inch balance beam-forward, backward, turning around, etc. Each activity utilized a visual target that the child must watch and each was geared to the child's level. (Ex: some children were unable to walk the two inch beam, but they had another board which they could walk). This was done occasionally in darkness with the penlight as target, encouraging the child not to look at his feet.

B. Language

1. For identification and directional improvement

a. "In the dark" activities created opportunity and desire for the child to verbalize. For example, if the child wanted a glow-ball rolled to him he had to ask for it and tell where he was. Short one-word sentences were not enough; another child would insist on more direction.

b. Items (pencil, plastic grapes, dresser knob, etc.) placed in socks were identified and/or described in the dark by the children. They learned new ways of dealing with language based only on tactile clues.

2. For descriptive purposes:

a. Whenever a child planned a motor act, he was encouraged to verbalize what he was going to do and how he was going to do it.

b. An extension of this was having one child tell another what to do. The child following directions was instructed to do only that which was described, no more. Their directions, therefore, became more precise.

3. For auditory attention, comprehension and interpretation skills

a. Sometimes stories were read and/or acted out. If the child was paying close attention, he was allowed to demonstrate a part. Short term recall on some interesting points of the story were also encouraged. The whole story was followed by a few minutes of group "moralizing" and relating to concrete situations in the home, school and community.

b. The children were asked to tell the difference between loud, soft, fast, slow beats, etc., and identify different sounds in the darkness.

c. One of the most interesting experiences was the creation of an obstacle course, with directions for completion given by a portable tape recorder. The child had to listen carefully to the "box" and then do whatever was asked. "Following oral directions" in this way was an enjoyable experience.

d. Almost all the children were so intrigued with the tape recorder that we had a spontaneous session during which they were allowed to record anything they wanted. The playback was exciting for both teacher and children. In addition we explored sound levels, distance from microphone, etc. Quite a learning experience.

C. Body Awareness

1. An interesting variation in body awareness was undertaken. Either individually or in groups, the children were asked to stand facing a light-colored wall. With the lights out, a flashlight was placed directly behind the child with the beam projecting a shadow on the wall. As a modified game of "Simon Says" was played, the child experienced the kinesthetic awareness of the body parts he was moving along with the visual and non-reversed stimulus from the shadow in front of him. After these sessions, it appeared that left and right orientation (laterality) was more firmly established. The child was able to correct himself and the teacher was also able to get immediate check without having to give visual clues herself.

2. In order to eliminate extraneous activity at the chalkboard during sessions, the child was asked to stand on a large, cubical, wooden block. While doing bilateral arm movements (circles, squares, etc.) some attention therefore, had to be paid to balancing and just staying on the block and much non-directed activity was eliminated. (Note: many of these chalkboard activities are described fully in Kephart and Getman material.)

3. Each child was given a ball (varying sizes from ping-pong ball to beach ball) and asked to move it around the room utilizing as many body parts (one at a time) as possible. For the younger children a great deal of structure was used: ("Use your nose, chin, and hand, etc.") the older children were given less concrete directions ("Use something on your right side, midline, etc.") and finally, "See how many different was you can move it." One class came up with 27 variations.

4. We also did a great many mat activities in this area. ("See how much space you can take up, how small you can make yourself, how far can you reach, etc.") Rolling and tumbling were also utilized. Many of the children needed a great deal of help with somersaults and all needed help with cartwheels.

5. One of the most exciting areas explored was in our "detective game." Footprints, handprints and knee prints (made from leather-like material) were placed in a trail around the room. The children had to figure out what they were supposed to do from the trail. Some of the patterns in-

volved turning, skipping, jumping, hopping. A very novel experience came when they were told the teacher was going to leave the room and they had to prepare a trail for her to follow when she returned. (They really programmed a winner!!) Note: Animal tracks are commercially available from Michigan Products.

D. Consistency and Contiguity

Lest this program sound like a game-type situation, it needs to be explained that each experience was related, in so far as was possible, to conceptual learning and generalization. We always talked about what other kinds of things were like what we were doing. For example: footprints were a part of a trail, but you have to look at the whole trail--just like looking at parts of words to get the whole; listening to directions from the "box" is just like listening to the teacher--if you listen carefully you don't have to play the tape over or ask for directions again. Perhaps descriptions of some experiences relating to the total situation will give a better idea.

1. Prior to the first day of school, various shapes had been placed around the room--on the wall and on the ceiling. We decided to do the same thing with a circle on the floor. First we took a long rope and tied a knot in it. Near the middle of the floor we placed a piece of tape. This was identified as the "center" of the circle. One child held the knot on the tape, the other children took turns walking around the whole circle holding the rope. Then we attached a paint brush to the free end of the rope and each child (with the rope taut) painted a "part" of the circle. We talked about 1/4 circle, 1/2 circle, 3/4 circle and finally their whole circle. Then we talked about how to dry the circle and why paint needs to be covered. We divided the circle many times with jump ropes and jumped into the sections thus created. We walked around and across the circle. We all drew a circle on the chalkboard. Then we found all the circles in the room: on the wall, on the ceiling, the wheels of the wagon, the doorknobs, the rim of the wastebasket, the water faucet and many others. One little boy even went to the pencil sharpener and demonstrated the rotary movement explaining that this too makes a circle. From there we found squares and contrasted them with rectangles--learning that there are many more of the latter. The whole experience took a little over an hour, and during the entire time, eight children, ages 3-11 (who supposedly have learning problems), were completely and utterly absorbed. In addition, it would seem they learned the "concept" of circle and how it related to other shapes.

2. A number of empty cardboard boxes were brought into the room and placed strategically. The children were asked to go between, around and over them using various movement patterns. Then the wagon and scooter board were brought out and with one child pushing and one steering, the same activities were asked. The children were next asked to place the boxes so that they could go "under" them. Next they were asked to find all the things in the room that they could go between, over, under, across or around and tell how. Then they told the teacher what to do. Finally they went to the chalkboard and drew a miniature obstacle course going

around, between and in front of the variously represented "obstacles." With children who had the necessary skills, crayon or paper and pencil activities could be programmed at this point.

Hence a supposedly "motor" act is easily transformed into a basic fine motor act and thence to writing activities.

3. This activity involved 6 inch plastic empty pop bottles, and six boys ages 6-11. Plus or minus numbers were written on the bottom of six bottles. In addition each was marked with a price. The children were first asked how many different ways the pop bottles could be set up so that: a) all could be knocked down, b) only one could be knocked down, c) half could remain standing, etc. Then we decided on one set-up and the child had to add up his score based on the numbers on the bottom. They soon figured out the number 2 bottle had a minus 3 value and the number 6 bottle a plus 6 value. We varied the activity when each child had earned 50 points and had them set up for each other with only one bottle having plus value. The children themselves decided to increase the level of difficulty by increasing the throwing distance, adding the cost of each bottle knocked down, and then by placing the bottles on a long table instead of the floor. Some of the boys went to the chalkboard to add up their total number of points when they felt it wasn't accurately done in their head. We discussed how we were participating in the raw material from which story problems are made, and made up and solved a number of story problems for our own "amusement."

4. While doing some gross motor warm-up activities one day, we discovered that quite a number of the children were unable to figure out "half the distance of the room." Backtracking quickly, we realized that no one really knew the concept "half" although they had many isolated "half of's" stuck away. Starting from half-circles made of wood in puzzle form which had previously been explored, we then literally took the room apart looking for those things which could evenly be divided making halves. We explored piles of books, blocks, cubes, balls, marbles, chalk, erasers, measurements with a ruler--on the floor and at the chalkboard. And then finally we came back to the entire room. We carefully measured the number of steps in the whole room, divided by two--which we knew would create one-half--and counted out the appropriate number of steps and placed tape on the half-way mark. We were even able to figure out half of the half. This was done with children 7-10 who are very concrete in their behavior. Generalizations are not easily learned.

5. Although a separate section on Motor planning was not included, most if not all of the activities included something of this physical and cognitive aspect of behavior. A description of the very last day in class may serve to illustrate. Many of the items which had been used throughout the five weeks were placed around the room. Each child was asked "What did you do with this? Tell me." "What else can you do with it? Show me." A totally integrated child can appreciate the questions and respond appropriately. Each of our children in the program made responses appropriate to their level of understanding and in many cases surpassed even our aspiration levels.

Conclusions

The staff who worked at the school, the children who participated in the program, the teacher and her advisors and the parents who had a chance to respond all felt the program was a success. The enthusiasm generated by those within the school program was spontaneous and exciting. The desire to learn through doing was unexcelled. Most impressive of all was the children's eagerness in approaching any new activity at the end, knowing that they could succeed. Truly it did not seem that there was anything they would not try. But then they knew that each activity was programmed for their successful accomplishment. No, it was not the typical paper and pencil school situation but yes, it undeniably involved learning--totally, functionally and multivariantly.

Nancy Carlson

Items used in Room

Shapes and objects on ceiling (giant alphabet cards)
Shapes on walls
Shapes on floor
Balance beam and long, wide board
Wagon
Steering Scooter board
Frisbees
Ring tosses
Balls -- all sizes
Chalkboard
Jump ropes
Musical instruments for rhythm activities
Items in socks
Large Wooden blocks
Bean bags
Mat activities
Scoop
Penlights
Flashlights
Puzzles
Stories
Glowworm board
Ping-pong balls
Glow crayons
Large cardboard boxes
Shadow Simon Says
Obstacle course
Glow balls
Footsie
Foot, hand and knee prints
Metal letters with matching letters on paper
Plastic bottles
Slide (portable)

Footnotes:

[1] Barsch, Raymond, "Achieving Perceptual Motor Efficiency," Special Child Publications, 1968.

Barsch, Raymond, The Movigenic Curriculum, Bulletin #14 State Department, Madison, Wisconsin.

[2] Kephart, N.C., "The Slow Learner in the Classroom," C Merrill Books, 1960.

Valett, Robert, "The Remediation of Learning Disabilities," Fearon Publishers, Palo Alto, California, 1968.

Moustakas, Clark, "The Authentic Teacher," Doyle Publishing Co., Cambridge, Massachusetts, 1956.

Getman, G.N., "How to Develop Your Child's Intelligence," G.N. Getman, Luverne, Minn., 1962.

GAMES TEACH: EVALUATION OF A WORKSHOP

Participants: classroom teachers

11-10-71
Date

Oakland Schools,
Pontiac, Mich.

Results of Evaluation
IN-SERVICE WORKSHOP OF PROGRAMMED EXPERIENCES
"Use of Games, Simulations and Role-Playing in the Classroom"

1. Use descriptive words to describe your reactions to today's workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.

interesting (8)
informative (8)
fun (6)
stimulating (4)
helpful (3)
enjoyable (3)
learn (ed) (ing) (3)
involved (3)
useful (2)
excellent (2)
relevant (2)
applicable (2)
ideas (2)
valuable (1)
encouraging (1)
enlightening (1)
insight (1)
eventful (1)
worthwhile (1)
fast (1)
thought-provoking (1)
difficult (1)
thinking (1)
proving (1)
casual (1)
motivational (1)
refreshing (1)
active participation (1)
try (1)
pretend (1)
feelings (1)
relative (1)
enthusiasm (1)
meaningful (1)
entertaining (1)
thoughtful (1)
clear (1)
inspired (1)
skills (1)
interaction (1)

2. What specific applications can you make to your classroom teaching? (Cite one or two specific ways in which today's experience applies to your teaching.)

The responses can be broken down into the following categories:

a) will design and use games in teaching - 10
b) will use role-playing in the classroom - 11
c) will be able to design a workshop using games and role-playing - 2

(see attached page)

3. Rate the workshop (as a whole) in terms of learning value for you:

5 About the same as always.
0 Very poor (poorest 10% of those I've attended).
11 Very good (best 10% of those I've attended).

4. Suggestions or comments:

(see attached page)

2. What specific applications can you make to your classroom teaching? (Cite one or two specific ways in which today's experience applies to your teaching.)

I intend to develop some more games for instructing my group. I feel more free to start some role playing situations with my group and feel more confident now in trying this.

Can design workshop if asked. Can design situations to aid in teaching child how in discrimination of behavior. Can look more objectively at my own role.

Think it will be interesting to try role playing with Type A - later el. class to bring out some emotional hang-ups as well as to help them identify some of their own emotions - and possibly (hopefully) control them. Thinking specifically of aggression. Definitely going to try it!

I have found that todays role playing when used with my students could bring about a greater understanding of behaviors in my students that are hard to bring about as many of my students are passive and non-verbal so stimulation of this kind in a possible charade type form. Students are Title IV multiply-handicapped.

Made me aware of what I can do in math and also other areas that will make it more meaningful but enjoyable at the same time. Enable me to widen my scope in teaching. Made me think about being more creative in my teaching.

1. Use role-playing in classroom to help children settle their disputes. 2. Help parents better understand program through role-playing. 3. Use of games in classroom - watching the directions more specifically. 4. Be more aware not to assume children bring the same set of background to the game.

Involve boys in thinking of actions of others rather than self. Help to develop some creative expression from less verbal children.

I can use several of the card games - modified to the level of my class. I'll be able to create my own games using the information I gained today. I will have a better idea of how to conduct role-playing experiences - especially how to have the children evaluate their role playing.

1. Help some children in expressing their sincere feelings about school, me, and other children. 2. Role playing may be used as an enjoyment - or recreation for the children.

Use number game with Intermediate Type A boys to motivate. Try role playing to help child identify himself - stimulate communication.

Use some of games made up with my group. Think of different ways to use materials I have. Use role playing with my kids - switch roles of leaders with the followers of the room - etc.

Card games - new ideas for children for number work.

Will use card games for instruction in classrooms more often - for enjoyment and learning. Role playing with students to bring out inner behaviors not noticed nor evident.

2. (continued)

I can use role play in the classroom to show the children that we can handle situations in many ways. Then reverse roles so each child can see how the other child feels.

Will use card game for teaching trainable to match like numbers. Then work toward card game for adding two numbers. Use role playing to help trainable understand other peoples feelings.

1. Use games to teach certain skills. 2. Reinforces an idea and help better clear up the idea of showing parents how to use games to teach their readers certain words - to be used in a parent's workshop-type meeting. 3. To use the materials in some inservice that I must provide for other teachers.

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4. Suggestions or comments:

I'm usually a very shy person but I was surprised how much I enjoyed getting up and doing role playing. I'm very anxious to try this with my class. I also enjoyed your enthusiasm. You're a [illegible] teacher!

Always keep it as enjoyable as it was today [illegible] it is a learning experience.

Have such workshops at intervals throughout year.

Talk more about what types of role playing to use with kids.

No suggestions for improvements.

I think it should have been called role playing or else this area [illegible] to me.

Role playing is always threatening to me. Wish it could be disguised!

NON-VERBAL FILMS: A DESCRIPTION

Non-Verbal Teaching

John A. Davis

The character confronts a drinking fountain which, despite his pleadings and beatings, will produce no water. What would you do in his place? What he does is turn the handle, and behold! Water for his thirst! Similar situations involving a doorknob, a locked drawer, and a dial telephone confront our hero with similar frustrations, and, ultimately, similar solutions.

Sound like an old-time comedy film? Actually, this describes the action in an 8mm film designed to teach concepts to mentally retarded children. It was one of four carefully conceived, effectively presented examples at a session on "Non-Verbal Teaching Through Super-8 Silent Films." The films, according to Ted Ward, director of the Learning Systems Institute at Michigan State University and Joseph Levine of the Instructional Materials Center for Handicapped Children and Youth (USOE at MSU), seek to present a model the retarded child can exceed, not just "live up to." Hence the simple problems presented – such as the use of the doorknob to open the door – are solved by the viewers before the character on the screen figures out what to do. Moreover, the generalizations to be drawn, which round out the learning of the concept, are accomplished by the audience well in advance of the film's "hero," who happens to be a boy of about their age.

Made for individual or small group use, the films include such features as a shoe-tying lesson with a learner's eye view, a Keystone Kop type of episode in which minor goofs and inept decisions cascade upon one another interrupted only by pauses in the film for discussion, a fascinating "Round Objects" game, and the aforementioned story of a "Daddy" at his office.

The shoe-tying lesson was presented first, and gave Ward and Levine an opportunity to make some important points about teaching materials for the mentally handicapped. Some items reinforced the "ground rules" for training films that emerged from instructional film research two and three decades ago – i.e., the camera should view the process from the same angle the learner will see it; "real" time should be used, no fancy time-passing dissolves or cutaways; repetition of the activity is advisable. The

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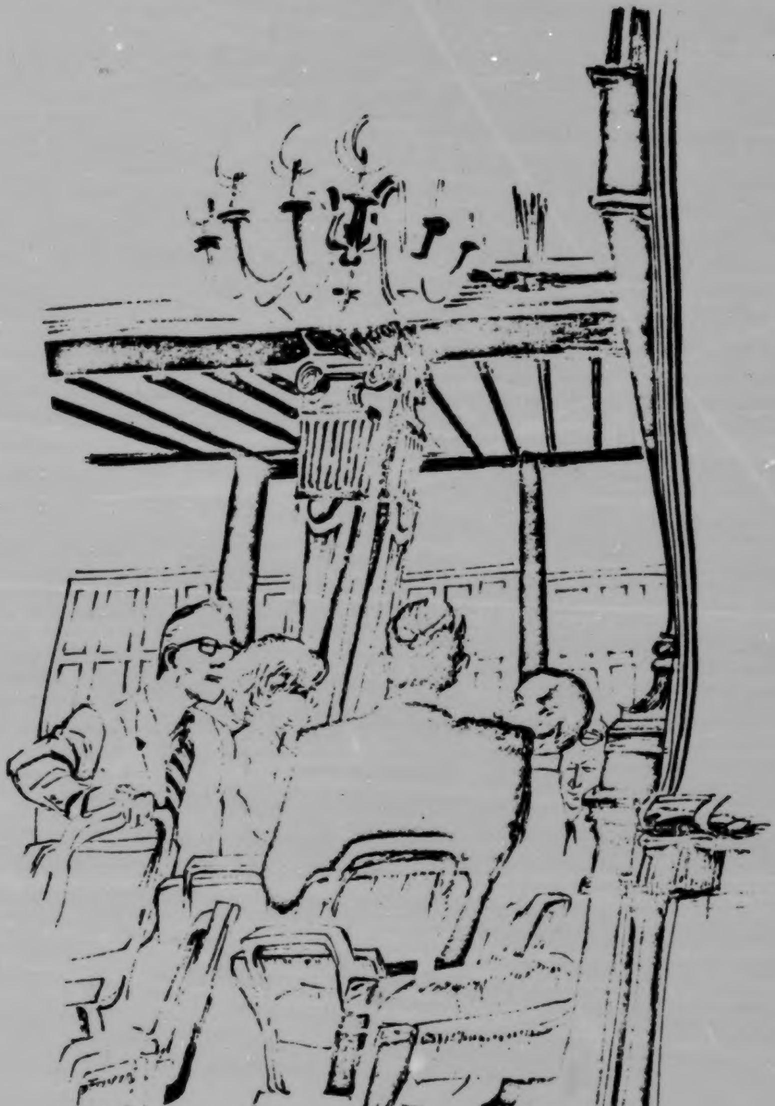

producers interwove these findings with other considerations for the film's audience, such as providing for repetition by having the film's "hero" forget to tie *both* shoes, so that he loses one, has to come back for it, then ties it as he did the first. The mentally retarded children viewing the film delighted in spotting the "hero's" obvious error before he did, presenting them with a model they could *exceed* — an important psychological "plus" for the project.

"Archie and Charlie" showed the tale of two boys confronted with the task of transporting a stack of newspapers. The problem was attacked in a series of steps, each of which required a decision the audience was invited to make before the character in the film did. And the film character's decision usually turned out to be the wrong move, so that the consequence of each decision was a fresh problem requiring a new decision . . . a kind of simplified "Keystone Kops" scenario.

The "Round Objects" game gave the producers an opportunity to display their creative originality and to demonstrate the flexibility and versatility of their Bolex Macrozoom camera. For this viewer, that short film was one of the most fascinating, visually and intellectually stimulating experiences of the whole convention. Objects ranging from pencils to eggs were subjected to a treatment in which the viewer's first perception of the object was as a round "something," from which the camera then backed away to another angle to reveal what, indeed, the thing was. For most viewers, the game of trying to name the object made the camera's movement a suspenseful affair leading to confirmation or correction in the best Skinnerian tradition. Moreover, the entire production was a stimulating lesson in perception.

The Ward-Levine presentations in Cobo room 3137 on April 29th played to a room packed with fascinated observers who found themselves party to considerations of visual literacy, of 8mm motion picture technique, and of educational materials for mentally retarded children.

BALL UTILIZATION: REPORT OF A STUDY

USOE/MSU REGIONAL INSTRUCTIONAL MATERIALS CENTER
FOR HANDICAPPED CHILDREN AND YOUTH
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

A Study of Ball Utilization and Its Effect on Young Deaf-Blind Children: Progress Report Part I

Phyllis Ann Thompson
Louis M. Tutt
George V. Gore

December 10, 1970

Statement of the Problem

The ability of young deaf-blind children to achieve their full potential of visual tracking and gross motor involvement through instruction is not easily communicated by verbal means. Therefore, it was the purpose of this study to use balls of different colors, sizes, and textures to determine the subjects' ability of visual tracking and to determine whether the balls were a source of motivation for gross motor involvement. Flexibility in procedure was employed where necessary.

Metholology

A sample of six subjects was taken originally from The Michigan School For The Blind, however, two subjects were dropped after the third day of the study: one because of lack of general maturity; the other because of insufficient challenge of the task. Only one subject was added to the study due to the pupils' and experimenters' schedules. These subjects were selected by their respective teachers and met with the experimenters twice a week for six weeks. A brief data report of each subject follows:

(1) Subject A

- a. female, 4 years, 9 months, Rubella baby, C.P.
- b. born 2-16-66
- c. started present school September, 1969
- d. low hyperopic refractive error
- e. no auditory response
- f. wears corrective lenses and auditory aid

(2) Subject B

- a. male, 4 years, 11 months, Rubella baby
- b. born 12-20-65

c. started present school September 1970

d. nystagmus, micropthalmos, surgical aphakia, secondary cataract O.S.

e. severe auditory loss

f. wears corrective lenses and auditory aid

(3) Subject C

a. female, 5 years, 11 months, Rubella baby

b. born 1-10-65

c. started present school September, 1969

d. slit in cornea O.S. and apparently no useful vision, cataracts

e. severe auditory loss

f. wears corrective lenses and auditory aid

(4) Subject D

a. female, 5 years, 9 months, Rubella baby

b. born 2-22-65

c. entered present school September, 1969

d. retinopathy, retinal degeneration, opticatrophy, nystegmus

e. moderate auditory loss

f. wears no corrective lenses but does wear auditory aid

(5) Subject E

a. male, 5 years, 8 months, Rubella child

b. born 3-29-65

c. entered present school September, 1968

d. congenital cataracts

e. severe hearing loss

f. wears corrective lenses and auditory aid

Materials and Equipment

Two different environments were used in the study: one site was an isolated room in the deaf-blind cottage and the other was a hallway of the Elementary School. A distance of eight feet between experimenter and subject was used for rolling the balls while the other experimenter was in close proximity to the subject for returning the balls when the subject failed to return them.

The balls employed (100 balls - 50 rubber and 50 styrofoam) were of different textures (rubber and styrofoam), colors (white, blue, green, yellow, red) and sizes (approximately 4 inch diameter; 3 inch diameter, 2½ inch diameter; 1½ inch diameter; and 1 inch diameter). The paint used for coloring the balls was of a soft matte finish for the styrofoam balls and an enamel for the rubber balls. A clear plastic spray was used on the styrofoam balls in an effort to keep them from flaking.

With the exception of Subject E, the balls were rolled at various speeds to the right, left and center of the subjects. Subject E was not ready for this type visual task. The experiemnters introduced larger balls than the study called for in the third week in an attempt to encourage Subject E to use his residual more than in the past. The colors of these balls were white, blue, green and orange; these balls were not painted as they were solid colors when purchased where the others were not. In an attempt to get the subject to use his remaining vision more than he had in the past, the balls were laid in different positions or areas of the floor instead of being rolled to him to see it he would creep, crawl, or walk in the right direction to pick them up visually rather than tactually.

Conclusions

The following conlusions represent a breakdown on individual subjects as to what the experimenters observed. Subject A (added to study on the fourth day) was administered a total of 222 trials responding positively to 90 with a percentage of 40.5. A breakdown of the total trials is as follows: left side - total 71, positive responses 23, and percentage 32.4; central - total 68, positive responses 29, and percentage 42.65; right side - total 83, positive responses 38, and percentage 45.8. The subject was absent from the study on days eight and ten. At the termination of the 8th day of the study, the subject had a total of 186 trials and responded positively to 34.4%. At the end of the period of study the subject showed an increment of 6.1% of total trials. Other relevant observations made by the researchers are as follows: (1) subject did not seem motivated by the balls after the second day, (2) subject fixated on other objects in the room more than she did the balls, (3) subject preferred to be in a semi-reclined position rather than a sitting position that the study called for, (4) subject preferred the yellow balls, (5) affection was not welcomed by the subject but a ladies purse was and this was used as a reward, (6) gross motor movements were lacking and balance was ataxic (probable C.P.), (7) subject enjoyed putting the styrofoam balls in her mouth, (8) subject preferred the hand sized balls (1 inch diameter), (9) subject preferred right side for motor responses to the balls that were rolled.

It is hoped that the researchers will find the type motivation for this subject so that she will benefit from the task.

Subject B was administered a total of 204 trials and responded positively to 149 for a percentage of 73.0. A breakdown of the total trials is as follows:

left side - total 71, positively responded to 53 for a percentage of 70.4; central - total 48, positively responded to 37 for a percentage of 77.0; right side - total 85 and positively responded to 59 for a percentage of 69.4. This subject was absent from the study on days seven, eight, nine, ten and eleven. At the end of the eighth day of the study the subject had a total of 204 trials and responded positively to 73%. At the termination of the period of study the subject showed the same percentage, for he did not return because of illness. Other pertinent observations made by the experimenters are as follows: (1) subject was highly motivated, enjoyed the task, and made very good use of his vision, (2) excluding central, subject preferred the left side for motor responses to the balls that were rolled, (3) subject worked equally well with all colors, (4) subject was absent the last part of the study and no size preference was evident, (5) subject liked to bounce styrofoam balls on the floor, (6) subject was intriqued by light but this did not defer his performance.

It is hoped that this subject will not lose the carry-over because of his absence the last five days of the study and that further opportunities be provided so that the subject will use his vision more fully.

Subject C was administered a total 239 trials and responded positively to 164 for a percentage of 68.6. A breakdown of the total is as follows: left side - total 81, positive responses 53 for a percentage of 65.4; central - total 73, positive responses 54 for a percentage of 73.97; right side - total 85, positive responses 57 for a percentage of 67.2. This subject was absent from the study days two, three, ten and eleven. At the termination of the eighth day of the study, the subject had a total of 239 trials and responded positively to 68.6%. At the end of the period of study, the subject showed a decrease of 2.2%. Other relevant observations made by the experimenters are as follows: (1) subject enjoyed taking balls away from experimenters and away from the experimenting station, (2) subject would look one way and throw the balls the opposite way purposefully, (3) excluding central, subject had a slight preference to the right, (4) could not determine the preference of size of balls due to subject's absence on last two days of study.

This subject was highly active during the study. On occasions, she would impose her own rules to set the attention of the experimenters by running with the balls down the hall. It is hoped that this motivation can be channeled in a direction for better proper visual and motor responses on the task.

Subject D was administered a total of 200 trials and responded positively to 185 for a percentage of 71.15. A breakdown of the total is as follows: left side - total 96, responded positively to 71 for a percentage of 73.95; central - total 75, positive responses 54 for a percentage of 72.0; right side - total 89, positive responses 60 for a percentage of 67.4. This subject was absent from the study on days three, four, five, six, and eight. At the termination of the eight day of the experiment, the subject had received 71 trials and responded to 50.7%. At the end of the period of study the subject showed an increase of 21.08%. Other pertinent observations made by the researchers are as follows: (1) subject would not attend at the first part of the study, (2) introduction of M&M's on the eighth day of the study was definitely a source of motivation for the subject to attend to the task, (3) subject showed no evidence in color or size preference over-all, (4) subject began to move whole body to obtain balls near the end of the study,

(5) subject preferred the left side for motor responses to the balls rolled.

The experimenters have used fewer and fewer M&M's with the increase in trials and it is intended that the use of this type of reward for motivation will be eliminated and the subject will attend as a result of the enjoyment and fun from positively responding to the balls that are rolled, as she seemed to be more enthusiastic about the task as the study progressed.

Subject E was being trained by the experimenters to use more of his remaining vision than he had in the past. The procedure used was different from that of the other subjects. No percentages can be stated, but the experimenters did observe an employment of more vision than at the initiation of the study. The balls were placed on the floor in different positions and the subject would scoot along the floor in an effort to locate the balls. Upon realizing this, the experimenters placed the subject in a biped position at times and a crawling position at other times to begin him on his way to explore visually. This subject was extremely motivated when successful. On more than one occassion the subject attempted to reproduce the impetus of the ball vocally. The subject has the potential to use his residual vision more if he is placed in situations that demand this type of response. It is hoped that further work of this type will enable this subject to return to the normal procedure of the study in the future.

Recommendations:

1. The testing environment should be isolated.
2. Flexibility in total procedure should be employed.
3. Rubber balls should be purchased in their respective colors rather than painted when possible.

4. The speed at which the ball is rolled should not be a factor in determining positive responses.
5. Styrofoam balls should be utilized when audition can be improved and also used as a source of tactual discrimination between styrofoam and rubber balls.
6. The task employed in this study should be attempted also with low vision children.
7. The task employed in this study should be attempted with multi-handicapped children, visually handicapped exclusive.
8. A clinical approach to this procedure should be maintained.
9. Various types of rewards should be attempted when the subject is not motivated. (Special rewards should be eliminated as soon as possible.)
10. A task analysis procedure should be employed to delineate areas which need training.

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Name:

Date:

Place:

[illegible]

+ (excellent response)

✓ (visual response only)

x (invalid trial)

R (rubber) S (styrofoam)

LEFT CENTRAL RIGHT

[illegible]	Type Ball	Color Number	Size	[illegible]	Type Ball	Color & Number	Size	[illegible]	Type Ball	Color & Number	Size

IMPROVING LOW VISION SKILLS: EVALUATIONS AND A GUIDE

SPECIAL STUDY INSTITUTE
"Methods & Materials For Improving Low Vision Skills"
March 24-26, 1971
Michigan State University

INSTITUTE EVALUATION

Follow - Up
June, 1971

Now that some time has passed since you attended the March 24-26, 1971, Institute, would you please share with us your reactions to what went on at the Institute.

1) Have you had an opportunity to speak with others about low vision training?

17 Yes 1 No If yes, how many: 283
If yes, what were their reactions in terms of their interest:

10 Very interested 6 Moderately interested 0 Not interested

Comments:

2) As you think back to the Institute at MSU, would you please rate the activities in terms of their IMPORTANCE to you.

	Very Important	Important	Not Important
A. Background Information (Wednesday Afternoon)	7	10	1
B. Administering the VES-Videotape (Wednesday Afternoon)	6	8	3
C. Low Vision Aids - Round Table Discussion (Wednesday Evening)	13	5	0
D. Administering the VES-Role playing (Thursday Morning)	13	5	0
E. Training (remediation) Materials-Videotape (Thurs. Morning & Afternoon)	8	9	1
F. Feedback Session (Thursday Evening)	7	10	1
G. Procedures for Replication (Friday Morning)	9	9	0

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3) Finally, what suggestions or comments do you have regarding the Institute?

I feel we could have used more time for the material we covered to make us more proficient. I was amazed at the friendly and helpful attitude of the Michigan State University staff. You were so willing to give so much, and you seemed to have so much knowledge that could help me do a better job of teaching.

The video-tapes were too long to hold one's interest. More time to discuss the Profiles which we made. Some discussion of Holmes study at the Jr.-Sr. high level.

As well as this institute was prepared and presented, it was almost regretable that it was done only once or that it involved so few people (participants). I am wondering if, with a few adjustments, this could have included all the 75 who will be coming for the "replicated" institute this August. With some exception, the institute was mainly involved with the transmission of information. We have come to realize in education that while some learning is best done in small groups or even on an individual basis, other types can be conducted in large assembly-type settings. To be taught how to do something is not quite the same as to be taught how to teach it, and although the "each one teach one" plan is feasible here, the duplication of effort and materials here in Michigan does seem a bit of a waste of the talent and efficiency and effort that went into an institute that was prepared so well. Sue, I'm probably just lazy and annoyed that you gave us so much to live up to!

The Institute was generally well organized and the staff was well prepared. The session, concerning remediation materials and when to apply the materials, was particularly stimulating to me.

This is one of the first institutes that I've attended where I can honestly say I came away with something really concrete. In addition to "learning", I had an extremely enjoyable time, and the hours went by very rapidly. The thoroughness with which the institute was run made the replication in Minnesota much easier for those in charge. The awareness that I now have regarding low vision students will be of great help to me in my teaching, especially with three students in the lower elementary level. If I could be assured of the effectiveness of other institutes, I'd be very willing to provide my own expenses to them. My thanks to all in charge.

I felt the institute was very worthwhile. It was really the first practical training I have had in the area of visual impairment. I hope to make even more use of my new knowledge next year.

I just hope that we can generate enough enthusiasm at the Nebraska School for the Visually Handicapped to have some training sessions there this fall and include the very few out state teachers who could also benefit from the training. Don Pickering (who also attended your Institute) is on the staff of the State School and is responsible for Statewide resource services. Without the cooperation and participation of the State School, we could not have a training program which would have any chance of being useful.

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3) (cont.)

It was an especially good experience for me to get information in the area of the visually impaired as this has been a minor program up to this point in our state. Since coming back from the conference we have put a number of things in motion.

It was conducted with great enthusiasm. The tests were interesting, as applied to my partially seeing students, but are more important for children with a severe loss. With the partially seeing, I would feel more certain of meaningful results by having more tests in each category.

My sincere thanks to those in charge of the institute. It was highly organized and indicate of much time and preparation. I especially enjoyed conversing with other individuals in similar fields.

The institute, so well planned and presented, the friendly atmosphere for learning, the active participation of each member in learning how to administer the VES, and the remediation procedures provided the keys to its great success. It inspired us to go back to our states eager to share with other teachers the methods and materials that can be used to help visually handicapped children.

I thought the Institute was well managed and successful to the extent that it clearly explained the administering of the V.E.S. I have, however, found after giving the V.E.S. several times, I am not very satisfied with it.

The numerous suggestions for running an institute were excellent and have proved to be most useful. It might be useful to develop a manual concerning the Scale including uses and remediation techniques to give it perspective.

I did not appreciate fully the helpful Coordinator's Manual until we came to plan for our own workshop. Then it became invaluable. We could not have held such a successful local institute without your help.

The institute was very well planned, both day and night! I feel before the institute begins (several weeks) that participants know what "low vision" is! There were some of us that had very little background in working with the visually handicapped.

Question 1:

Have you had an opportunity to speak with others about low vision training?

Comments:

Conversations with teachers, opthalmologists, and parents of children having low vision who are in my class.

I have spoken informally to many people, but primarily I have contacted 2 individuals regarding future workshops.

Attended and participated in the Minnesota Institute.

I talked with the elementary teacher in our system and we are going to use the VES next fall.

Many of the opthalmolcgists with whom I spoke about such training felt it invalid. Early El. Ed. teachers generally thought it was great.

Our follow-up institute for teachers was most successful.

We held a three day workshop at Carleton College. The response was good. Others that I have mentioned the scale to in passing (e.g. the young man who is to take my place next year) have been more moderately interested.

I have contacted the counselor at the Sch. for Visually Handicapped. She felt the staff at the school would be interested.

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
*CHILDREN
AND YOUTH

December, 1971

EVALUATIONS

Low Vision Institutes For Teachers

Conducted by MSU Institute Participants

The Regional Instructional Materials Center for Handicapped Children and Youth, located at Michigan State University has received responses from teachers involved in two low vision institutes in two of the six states represented at last March's Institute. We thought we'd share with you these results in the hopes that they may assist you in planning and carrying out your own institute. Since there were some differences in the nature of the responses between the two institutes, we have compiled them separately.

Many of the participants who attended Institute "A" are functioning as consultants and indicated that perhaps the structure of the third question on the evaluation form could be changed to include "resource and itinerant personnel" who may adopt procedures but who are not in a "classroom."

Some participants in both groups indicated that there was insufficient information available for use with older pupils--especially secondary level. The emphasis throughout has been on elementary school age children. For those who feel it necessary to cover strategies for working with adolescents, a local consultant might be instrumental in helping teachers adapt materials and procedures.

We have also received information from Institute participants in one other state who indicated that the following had been done in that state:

1) All visually impaired children were visited by an institute participant in June 1971. Teachers, administrators and parents were seen also, and recommendations for educational planning were made for this year.

2) Follow-up discussions with local directors of Special Education were held regarding low vision aids.

3) Opthamologists, optometrists, physically handicapped nurses and teachers attended a one-day conference (70 people attended).

4) An open house was held for regular teachers who have visually impaired children in their classes. (Attendance was extremely sparse, unfortunately).

We are very much interested in hearing from each of you as you hold your workshop. We will be sending you more evaluation forms under separate cover.

Thank you for your continued cooperation.

INSTITUTE "A"

Special Study Institute
August 1971

1. Were you familiar with this approach to visual efficiency training prior to this workshop?

   Yes 23 (35%)   Somewhat 4 (6%)   No 38 (59%)   Total 65

2. Do you feel the procedures that were discussed are appropriate for your students?

   Yes 55   Somewhat 6   No 3

   i.e., 86% of those responding felt procedures were appropriate. The No respondents qualified their answers by stating that they were not working directly with elementary school age children.

3. Do you expect to adopt these procedures in your classroom?

   Yes 56   Some 5   No 1   Not applicable 2

   i.e., 88% of those responding felt they could and would use procedures.

4. Comments:

   Those aspects seen as beneficial:

   --organization and planning of Institute
   --resourcefulness - speakers, ideas, etc.
   --exchange of ideas with others
   --usefulness in teacher/consultant work
   --applicability to use with perceptually handicapped children
   --a slide presentation relating to visual efficiency by a local teacher

   Those aspects in need of further work:

   --lack of remediation materials and ideas for use with secondary level
   --test-retest reliability

INSTITUTE "B"

Special Study Institute
June 16-18, 1971

1. Were you familiar with this approach to visual efficiency training prior to the workshop?

   Yes 9 (30%)　Somewhat 8 (27%)　No 13 (43%)　Total 30

2. Do you feel the procedures that were discussed are appropriate for your students?

   Yes 25　Somewhat 1　No 3

   i.e., 86% of those responding felt procedures were appropriate. The No respondents qualified their answers by stating that they were not working directly with elementary school age children.

3. Do you expect to adopt these procedures in your classroom?

   Yes 56　Some 5　No 1　Not applicable 2

   i.e., 79% of those responding felt they could and would use procedures.

4. Comments:

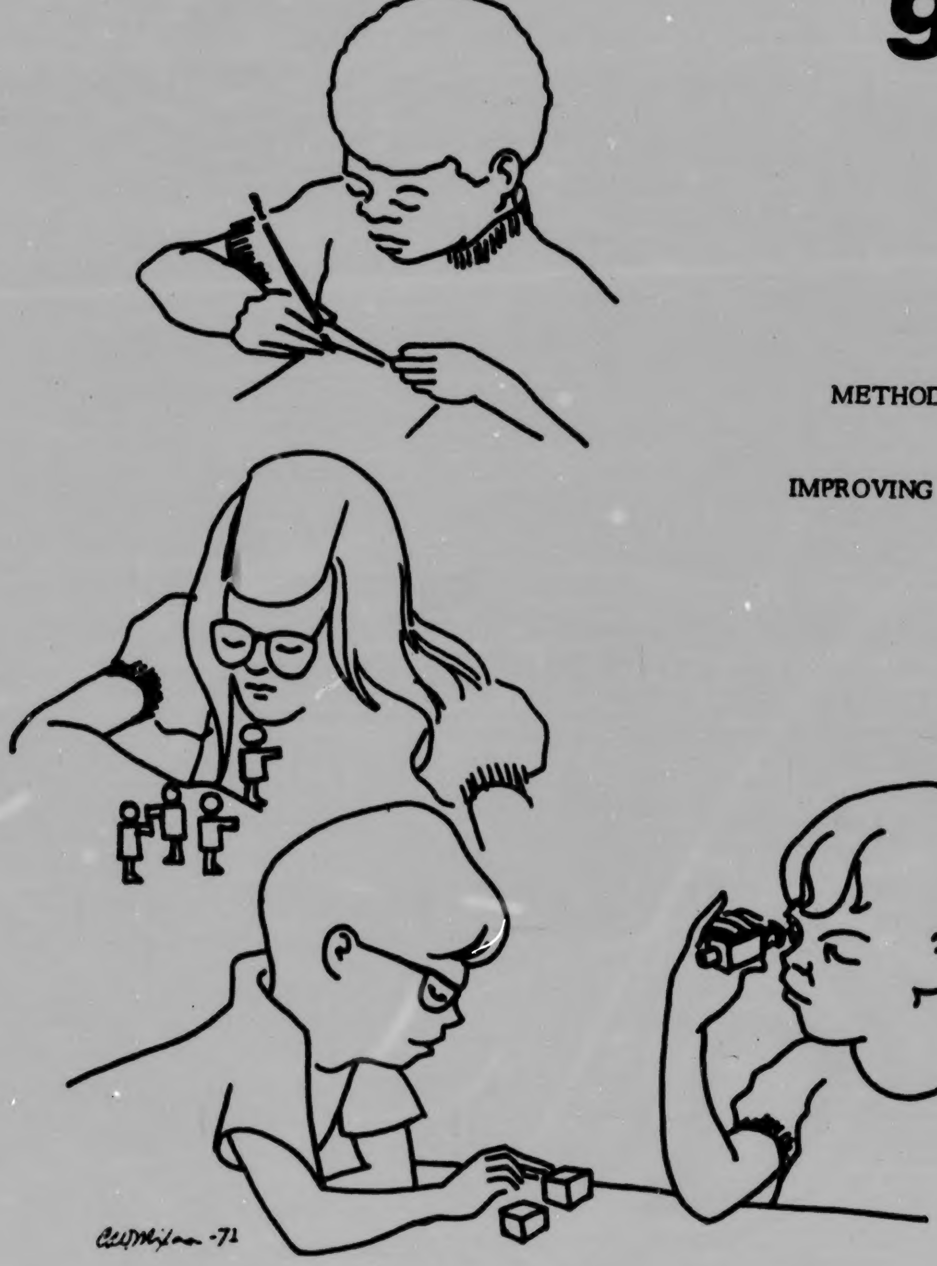
   Those aspects seen as beneficial:

   Workshop: stimulation, reinforcement, participative experience, organization, problem-solving behavior

   Those aspects in need of further work:

   --VES may have been "uncritically accepted" by participants
   --lacking information about later elementary and secondary
   --parts of workshop irrelevant

workshop coordinator guide



METHODS AND MATERIALS
FOR
IMPROVING LOW VISION SKILLS

USOE/MSU Regional Instructional
Materials Center for Handicapped
Children & Youth

The work presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Cover Design: Clarence Mixon

USOE/MSU Regional Instructional
Materials Center for Handicapped
Children & Youth

213 Erickson Hall
College of Education
Michigan State University
East Lansing, Michigan 48823

METHODS AND MATERIALS
FOR
IMPROVING LOW VISION SKILLS

A GUIDE FOR WORKSHOP COORDINATORS

S. Joseph Levine

The following guide has been developed to assist the participants at the March, 1971 Special Study Institute in planning and conducting their own training institutes. This guide is not meant to be a "sure-fire" cookbook for running an institute. Instead, it attempts to provide a number of basic ideas that can be built into any institute concerned with the training for utilization of low vision skills.

Scope of the Institute

There are two primary tasks that should be undertaken in the institute.

A) Training in the administration of the VISUAL EFFICIENCY SCALE (VES).

B) Presentation of procedures for remediation.

Each of these tasks can be quite extensive. Separate training institutes, each concerned with one of the tasks, can provide adequate treatment of both. The combining of both tasks at a single one-day institute can present the participants with an overwhelming amount of information for processing.

The inclusion of actual learning-by-doing ("hands on") experience during the institute is a unique procedure for motivating the participants.

Having an opportunity to actually do the task provides the participant with a base for discussion. You can enhance the success of your teaching of the administration of the VES and remediation procedures by first providing an experience based learning activity and then, following it with a discussion of the activity.

An essential part of any training program is the use of some evaluation device or measure. If your evaluation is designed well it will, a) reinforce in the participants' minds exactly what has been covered during the institute, and b) provide you with further insight into the effectiveness of your own teaching. Evaluation forms do not have to be complex to yield usable information!

Using This Guide

This guide is divided into four separate sections:

Section One - Administration of the Visual Efficiency Scale
Section Two - Using the Profile
Section Three - Materials for Remediation
Section Four - Evaluation of the Workshop

Each section presents a number of workshop activities that can be utilized in training teachers in the methods and materials for improving low vision skills.

Following these four sections is a checklist and set of questions to help you organize your workshop.

The appendix includes a number of different supplementary materials to assist in your planning.

SECTION ONE
WORKSHOP PROCEDURES
ADMINISTRATION OF THE VISUAL EFFICIENCY SCALE

The Visual Efficiency Scale (VES) is made up of 48 separate items. We have categorized the items into 18 separate areas. Most of the items relate to a specific category. Others, relate to two areas. Become familiar with each of the categories. Understand their meaning and be able to demonstrate each. No doubt, you will be asked specific questions at your institute relating to the definition of one or more of these categories. The simplest way to answer one of these questions is to be able immediately to provide an example for the questioner. This can be most effective if you can develop the example on the spot, demonstrating your own familiarity, rather than searching for a commercially available example.

Learn each of the items in the VES and the category that it focuses upon. You must truly understand why that item fits its particular category. A complete listing of all 18 categories, their definitions and the particular test items they relate to is included as an appendix to this guide.

Before you conduct your first training institute, take the time to actually administer the VES to a visually handicapped student. This will provide you with a first-hand look at the potential problems involved in the actual administration. Be alert during this administration to the problems you encounter and also the possible problems others might encounter. You might want to keep in mind some of the concerns that are presented in the appendix--"Suggested Guidelines for Assessment and Interpretation of Visual Behavior."

The following activities can be built into your training institute to provide the participants with an understanding of the administration of the VES.

Designing your own test

Divide your participants into teams of two to six people. (There should be from four to eight separate teams operating during this activity. Any more than eight teams can present management problems.) Provide each team with three sheets of paper. At the top of each piece of paper write a category from the VES and its definition. Instruct the participants that they are to design a visual test concerned with each of the three areas that they have been given. (Each group can have the same three areas. Or, groups can be given different areas.) Instruct the groups that their test cannot be verbal--there may not be any written words. They must confine their test items to pictures. A test item can consist of a single picture, a series of pictures in sequence, a series of unrelated pictures, etc. Allow the participants 20 minutes to design their test items. Inform them when 10 minutes have elapsed, thereby keeping them on course. At the conclusion of the activity, have each group present its items to the rest of the participants. Discuss each item as it is presented in terms of whether or not it has fulfilled the category and its definition. (If an overhead projector is available, you can have the participants draw their test items on transparency film--they can be projected for the rest of the participants to see during the discussion period.)

This is an excellent activity for providing the participants with an opportunity to better understand exactly what goes into the design of test items in the area of training for visual efficiency. The discussion will no doubt bring out the pitfalls in the design of such items. Such problems as clarity of visual representation, confinement to the particular category, and clarity of directions should be brought out. By setting the stage with this activity the participants will have an introduction to the categories that are used and the basic format for the VES. At the conclusion of this activity, it would be appropriate to hand out copies of the test items of the VES and discuss those items that are similar to those developed by the participants. It is important to stress the understanding of the categories and their definitions for each of the items.

Matching game

Divide the participants into groups. Provide each group with a packet of slips of paper. There are three different types of slips in each packet. Type A, is the actual illustration or the "graphics" from the VES. Type B, is the category. Type C, is the definition of the category. The task for the group is to match graphic with category and with the appropriate definition. Each packet should include approximately 10 different items, or 30 separate slips of paper. Each group should be provided with a cork board, or some other device for tacking up the items as they unscramble them. As a group finishes the task, they should bring their board to a specified place in the room, signifying that they are finished. When all groups have completed the task, select the board that was completed first. Check it with the whole group to ascertain whether or not it is correct. If it is correct, that group is the winner. If it is not correct, go on to the next board turned in. Allow participants the iniative to question the correctness of any of the items on the board. Ask for whole group consensus regarding the question.

This activity focuses on a complete understanding of each of the items. It promotes group involvement that can now set the stage for discussing the actual VES.

Role playing

Make up role definition cards that describe a particular visual problem or set of problems. ("You are a student with a visual problem. Your problem is hidden figure discrimination. Whenever the teacher presents a test item to you that calls for you to find a figure within a more complex figure you are unable to do it.") Divide group into teams of three participants each. Within each team, two participants are to be teacher and one participant is to be the student. Provide each set of "teachers" with a magazine (Life, Time, Look, etc.). Provide "student" with his role definition card. Instruct "teachers" that their "student" has a visual problem. They will have (the two teachers operating together) 15 minutes to discover the particular problem that their "student" has. The only materials they will be allowed to use in testing their "student" is the magazine. Their "student" is completely verbal and will attempt to answer all questions as completely as he/she can. Questions calling on the use of the "student's" visual deficiency will obviously be answered in a negative manner. When a team of teachers feels they have isolated the visual problem, they are to write it on a piece of paper. They are not allowed to ask their "student" if they have found the correct area! At the conclusion of the 15 minute testing session, ask each team of teachers to specify what problem they feel they have discovered and how they were able to discover it. Then, ask the "student" to certify whether the "teachers" have been able to find his problem. You might also want to have the "student" comment on the procedures the "teachers" used.

This activity draws attention to the full understanding of the different categories in the VES. You might want to provide each team of "teachers" with a list of the categories and their definitions to assist in the activity. This activity can best be used as a follow-up to the actual discussion and use of the VES.

Practice administration

Sometimes it is helpful to have teams of two participants administer the test to each other. ("Student" and "teacher"). Unless the "student" does have a visual handicap, this can be a very unreal situation and care should be taken in its use. In many cases, the strongest learning will be for the "student" rather than the "teacher." To assist the student in answering the test items more realistically you can either use special corrective lenses that simulate visual problems, or something like a drinking glass with a thick bottom where the student closes one eye and with the other eye must sight through the drinking glass to view the materials.

Stress the importance of this activity as it relates to fully understanding what the student goes through while taking the VES. The obvious problems, the ones we typically don't think of, are the ones that present most of the problems for the learner. If we have a full understanding of what the student is undergoing, we will be able to better judge how he is reacting to the VES.

Videotape

A videotape showing the administration of the VES to a partially-sighted student has been prepared by the Regional Instructional Materials Center at Michigan State University. A copy of this tape may be borrowed by writing to the Center. Copies of this videotape are available for purchase at cost.

The videotape shows the complete administration of the VES. It is ideally suited as a later activity for a training institute. Since the viewers play a passive role in just watching the tape, it is important that they will have had some actual experience with the VES or its component parts prior to viewing the tape. In this way, the tape serves as a reinforcer rather than an introducer of new information. As a reinforcer, it will also answer many questions that will have come up during other activities at the training institute.

SECTION TWO
WORKSHOP PROCEDURES

USING THE PROFILE

The profile is utilized to graphically display a particular child's low vision skills. Your workshop should provide the participants an understanding of both, a) filling out the profile, and b) reading the profile.

Filling out an Entry Behavior Card

To diagnose a learner, we must be able to observe some sort of demonstrated behavior. This activity calls for the participant to design a single "test" item that he/she can use to observe a student without actually interacting with him. (i.e. play behaviors, studying behaviors, written behaviors, etc.)

Provide each participant with an Entry Behavior Card. At the top of the card, write in one of the visual behavior areas from the Profile. Each participant must then list five observable student behaviors that will let you know if the student is proficient in that area.

ENTRY BEHAVIOR CARD

Visual Behavior Area ______________________________

In the spaces below, list 5 observable student behaviors that will let you know if the student is proficient in the above area. (i.e. play behaviors, studying behaviors, written behaviors, etc.)

1.
2.
3.
4.
5.

This activity will assist in developing an understanding of the Visual Efficiency Profile. Notice that the emphasis is on diagnosis and not remediation. To understand the profile we must have a clear understanding of diagnosis. Have each participant read their cards aloud to the total group. Have the group react to the behaviors that are listed. Are they observable? Will they tell us something about the student? Do they relate directly to the area?

Grouping Categories

Since most children will show a group of categories in which they are deficient (rather than just a single category) it is helpful to the participants to understand possible groupings and their implication.

Divide the participants into groups. Using the listing of categories and definitions (appendix), have each participant group randomly select four different categories. Then, instruct each group to write a behavioral description of a "typical" child who is deficient in this group of categories. Their description should focus on classroom learning behavior. The behavioral description must be a complete "picture" of the child.

One format for assisting with this activity is a pack of 3 x 5 inch cards. Each group member fills out two or three cards. Each card describes a specific incident in the daily routine of the child. This group of Specific Incident Cards then represents a child with a particular group of visual efficiency problems. At the completion of the activity have each group describe "their" student and his specific incidents.

Working backwards

Probably the easiest way to have participants understand the full meaning of the profile is to do it backwards! Rather than have the participants attempt to fill out a profile, provide them with one or more completed profiles. Give them only minimal instructions regarding the interpretation of the profile. Working in groups, have the participants study the profile and then select appropriate materials that might be used for remediating the child in question. The focus, then, is on the selection of a material rather than on reading the profile. This selection, however, cannot be made unless they truly understand the profile. Their understanding, or lack of understanding, will become very clear to them when they attempt to select the material. It is more meaningful to the participants to discover on their own the accuracy of their diagnosis rather than attempting to tell them how to diagnose from the profile.

After each group has selected the materials they feel appropriate for remediation, have them present to the rest of the participants their profile and what they were able to find out about the child from it. Each group can have a different profile, or groups can all have the same profile. It is helpful to have an overhead projector with the profiles made up on transparencies for showing to the entire group during the discussion period.

A variation of this activity calls for the participants to design and construct a simple material rather than selecting a commercially available material. To conduct this variation, provide a table with basic construction materials (scissors, construction paper, magic markers, paper clips, glue, magazine pictures, etc.). This variation will conclude similarly with each group discussing their findings from the profile and then describing their material and how it will remediate the problems uncovered.

Designing a child

This activity calls for the participant to select a material from amongst a large group of materials set out on a table. The participant is given no criteria or structure by which to select the material. He is merely told to pick a material that looks interesting. Once he has selected his material, he is asked to examine the material in terms of the 18 categories. He should try to isolate those categories the material focuses upon. Then, he is to construct a profile for the child who would most benefit from the use of this material. As the participants are developing their profiles, clear the remaining materials from the table. When the participants have completed their profiles have them replace their materials on the table and then hand in to you their completed profiles. You should then shuffle the profiles and re-distribute them to the participants. Each participant, then, goes to the table and selects that material which he/she feels best fulfills the visual characteristics of the learner described in the profile. Make sure that the person who has designed the profile can recognize it during the discussion, and be able to show the material that they designed the profile around. The discussion session following this activity is built around each participant describing the profile and then showing the material they felt fit it. The person who designed the profile then says whether or not the group has selected the "correct" material and if not, what the correct material was.

This activity focuses on the necessity for clearly defining the learner through the profile. A poorly defined profile tells us little about the learner. A clearly defined profile allows us to select materials appropriate for remediation. (This activity can also be used for the next section--Materials For Remediation).

SECTION THREE
WORKSHOP PROCEDURES
MATERIALS FOR REMEDIATION

The activities cited above in the section on understanding the profile can all be used to begin a further look at materials and methods for remediation of visual efficiency problems. Care should be taken during this section of the institute so as not to "bombard" the participants with too much information. The focus should be on thoroughly understanding the specific categories and the selection of appropriate materials to fit these categories. Once more, allowing the participants an experience in selecting or designing appropriate materials, is a much stronger teaching strategy than merely showing the various materials that are available. A chance to view or inspect a large number of materials, however, should be provided the participants. This should be provided toward the end or as a final activity for the institute.

Case study

Prepare a short case study describing the visual behavior of a student. Describe this behavior in terms of his actions during school hours, rather than using category labels. Divide the group into small teams and instruct each small team to design a material to assist this child.

A variation of this procedure calls for the use of commercially prepared materials. Display the materials on a table to one side of the room. Have the participant groups select a material or materials that will benefit the child described in the case study.

When you are writing the case study have a particular student in mind. Jot down on a piece of paper the various ways in which this student will manifest his visual problems. Then, select out activities he will be participating in during the day and describe his actions during these activities.

Demonstration

Select a group of materials that can be used flexibly. Each material should have qualities permitting its use in more than one of the categories. Describe each material to the group in terms of its flexibility. Stress the adaptiveness of single materials to many areas of visual training.

After you have established this model of examining materials in terms of their multiple uses, select single materials and have the group offer various ways in which it could be used for visual training. It is often helpful to select at least one very common item found at home or in the school, but is not typically associated with being an instructional material. Use this item toward the beginning of your demonstration to establish the concept of multiple use. (i.e. a dozen pencils of different lengths, or a set of plastic dishes of different sizes. How can materials like this be used for training in visual efficiency?)

Slide sets

Obviously, you will not have available all of the materials you would like to show or demonstrate for your group. It is sometimes handy to spend some time in a classroom taking pictures of students involved in an activity that demonstrates some aspect of training for visual efficiency. These slides can then be shown at your institute and used to promote discussion regarding what the learner is doing, or how the teacher might better focus on visual efficiency through the use of the material pictured. When taking slides be sure to get close enough to the subject and the material so that it is easy to recognize when projected. It is always preferable to show the material in use with a child rather than just having it laid out on a table.

Videotape

The videotape that you have seen at this training institute is available for loan, or copies may be made at cost by addressing your request to the Instructional Materials Center. The tape available is approximately one hour in length. This is an awful large "dose" for one sitting. It is suggested that if used, you divide the tape into two or three separate sessions. Each session can be concerned with a group of the 18 categories.

After you have had an opportunity to view the tape a few times you might find it more manageable if you delete the narration provided and provide your own narration. Most of the activities shown are quite obvious and it is a simple task to talk along with the tape and thereby personalize the presentation for your group. A short set of notes to accompany the tape will assist you in knowing what is coming up. Be sure you don't talk too much! Hopefully, the videotape will do a lot of the teaching by itself without your narration. Your narration should be to fill in the gaps that occur on the tape.

Bibliographies and lists

Attached to this guide are some bibliographies and lists that you might want to duplicate and pass out to people at your institute. One list, from the American Printing House for the Blind, contains sections on books relating to the topic, periodicals, and materials and their producers that can be used for training for visual efficiency. Another list, prepared to accompany the videotape, also lists materials for training for visual efficiency.

There is also included a listing of the 18 categories and their definitions plus the items they correlate with. This list can be a handy supplement or take-home aspect of your institute. People attending institutes expect to receive something to take home with them. Make sure that whatever you provide for them is material that will refresh their memories of what you discussed at the institute. Material that you do not have a chance to talk through with the participants, unless it is self-teaching, should not be given as a take-home piece.

Finally, there are four completed profiles of visually handicapped children and a copy of the blank profile.

SECTION FOUR
WORKSHOP PROCEDURES

EVALUATION OF THE WORKSHOP

Whenever we try something new it is very helpful and also very interesting to evaluate what has happened. A simple evaluation format will provide information about the exact success of our teaching effort. In particular, it will shed light on the strong points and weak points. The following pages offer some examples of possible evaluation instruments. These instruments, like this guide, do not have to be used exactly as they are designed. They are presented primarily to give examples of possible items that might be included on an evaluation form. Look over these forms and decide which aspects (items) are usable for your institute and what changes should be made. The important thing when designing an evaluation form is that you question each of the items as they are written in terms of what sort of usable information these items will provide you. There are many questions that can be asked on an evaluation from that really don't help us find out about the success of the institute.

Sample Evaluation Form A

1. What did you know about visual efficiency training prior to today's institute?

2. How do you think you will use visual efficiency training in your own classroom?

3. What new information did you find out during today's institute?

4. If a follow-up to this institute is held, what topics would you like to see treated at that time?

5. Do you feel that the procedures discussed today are applicable to your students?

Sample Evaluation Form B

1. In the spaces below list five things you learned at today's institute.

   A.

   B.

   C.

   D.

   E.

2. Are the procedures for training in visual efficiency applicable to your learners?

   Yes ____ No ____

   Comments:

3. What two topics would you like to see discussed at a follow-up to this institute?

   A.

   B.

4. Will you be using procedures discussed today in your own classroom?

   Definitely ____ Maybe ____ No ____

5. What were the two most INTERESTING aspects of today's institute?

   A.

   B.

6. What were the two most IMPORTANT aspects of today's institute?

   A.

   B.

Sample Evaluation Form C

	Yes	?	No
1. I enjoyed today's institute.	( )	( )	( )
2. I felt that the topic discussed at today's institute was important.	( )	( )	( )
3. I would like to see a follow-up institute held to further discuss today's topic.	( )	( )	( )
4. I will be using the procedures discussed today with my students.	( )	( )	( )
5. More time should be devoted to visual efficiency training with partially sighted students.	( )	( )	( )
6. Today's presentation was very clear.	( )	( )	( )
7. Most of the teachers at today's institute seemed receptive to the procedures that were discussed.	( )	( )	( )

A Checklist Of Facilities And Materials

The following items typically turn up on most checklists designed for individuals running workshops or institutes. Look it over prior to your institute and see if it brings to mind any aspects you might have forgotten in your planning. A well-planned institute is obvious to the participants. Organization and planning can be an important factor in the success of your institute.

Room

Ample space
Good lighting
Chalk board (and chalk!)

Seating

Chairs
Tables (if needed for group work)

Equipment

- Tape recorder
- Overhead projector
  - Transparency film
    - Marking pen
- Videotape recorder
- Slide projector (and slides)

Miscellaneous

Paper
Pencils
Name tags
Program

Do you know the names and addresses of all people attending your Institute?

Do you feel the purpose of the Institute is clearly understood by those planning to attend?

Have all materials needed been duplicated?

Have you tried out all equipment you will be using?

Will you introduce the program, or will you invite someone to give the introduction?

Have you made effective use of media, (i.e. overhead projector, role-playing, etc.) rather than relying solely on lecturing?

Are you clear in the objectives you hope to accomplish during the meeting?

GOOD LUCK !!!

S. Joseph Levine
Coordinator: Technology of Dissemination
USOE/MSU RIMC-HCY

March, 1971

APPENDIX

1. Categories and Definitions

2. Suggested Guidelines for Assessment and Interpretation of Visual Behavior

3. Bibliography - Books and Reports*

4. Bibliography - Periodicals*

5. Materials List*

6. Materials List (MSU Videotape)

7. Sample Profiles

8. Blank Profile

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*Prepared by the American Printing House for the Blind, Louisville Kentucky.

Visual Efficiency Scale

Categories & Definitions

FORM DISCRIMINATION (1,2,3,4,5)

The child is able to distinguish differences and/or similarities among FORMS. (Geometric or contour).

LIGHT-DARK DENSITY DISCRIMINATION (6,7,8,9)

The child is able to match forms according to their DENSITY.

POSITION DISCRIMINATION (8,13,14,30)

The child is able to distinguish differences in POSITION of similar figures.

INNER DETAIL DISCRIMINATION (9,44,45,46,48)

The child is able to distinguish differences of DETAIL WITHIN configurations.

SIZE DISCRIMINATION (10, 11)

The child is able to distinguish differences in SIZE of similar figures.

SIZE AND POSITION DISCRIMINATION (12)

The child is able to distinguish differences in SIZE and POSITION of similar figures.

DETAIL DISCRIMINATION (15,16,17,18)

The child is able to distinguish DETAILS between similar figures or outlines.

POSITION IN SPACE DISCRIMINATION (16,21)

The child is able to distinguish differences and/or similarities among figures which are ALTERED IN POSITION.

PATTERN DETAIL DISCRIMINATION (19,20,46)

The child is able to distinguish a specific PATTERN from among similar patterns.

OBJECT UNIFICATION (22,23,24,25,26)

The child is able to UNIFY a set of object parts to form a complete object.

VISUAL CLOSURE (24,41,42)

The child is able to distinguish a COMPLETE OBJECT from an incomplete picture or set of picture parts.

SPATIAL PERSPECTIVE DISCRIMINATION (27,28,29)

The child is able to distinguish differences and/or similarities among figures which are ALTERED IN POSITION and/or PERSPECTIVE.

FIGURE DETAIL DISCRIMINATION (29,30,35,36)

The child is able to distinguish DETAILS between similar FIGURES.

OBJECT DISCRIMINATION (31,32)

The child is able to distinguish differences and/or similarities among OBJECTS.

HIDDEN FIGURE DISCRIMINATION (32,33,34)

The child is able to distinguish specific FORMS which are integrated WITHIN a more detailed picture.

SYMBOL POSITION DISCRIMINATION (37)

The child is able to distinguish between like SYMBOLS which have DIFFERENT POSITIONS in space.

SYMBOL SEQUENCE DISCRIMINATION (38,39)

The child is able to distinguish differences in the ORDER of groups of SYMBOLS.

CONFIGURATION DISCRIMINATION (40,41,42,43,47)

The child is able to distinguish differences in the OUTLINE SHAPE of the configurations of symbol groups.

Suggested Guidelines For Assessment and Interpretation of Visual Behavior*

Every child who is known to have observed or measured vision should be administered the Visual Efficiency Scale in order to determine his functional efficiency. In addition, the teacher will have a better basis for estimating the visual learning potential of the child and the nature and type of visually stimulating materials most appropriate for him. The following guidelines are suggested for assessment and interpretation of the behavior to be observed:

1. How close to the page does the child hold his head?
2. Does he use both eyes together, only one eye, or first one and then the other? Does he move his head as he looks across the page or does he move the page back and forth? Does he use central or peripheral vision?
3. How does he look at the items--as a whole, in parts, in a circular fashion, or without any particular pattern?
4. What are the verbal remarks and reactions of the child during the procedure?
5. How does he use the pencil for marking? Does he mark on the form or figure, beside it, above it, or under it?
6. What is the child's interest in the items? Does he seem relaxed, anxious, tense, or disinterested?
7. How much and what type of lighting does the child seem to need? Does he try to screen-out light?

Taking notes regarding the above will be very valuable. His functional performance as such is important, but is no more important than the manner in which he performs and the attitude reflected by his remarks or his interest.

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*Barraga, Natalie C. (Editor) Teacher's Guide For Development of Visual Learning Abilities and Utilization of Low Vision, Louisville: American Printing House for the Blind, 1970, pp. 8-9.

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The American Printing House for the Blind

UTILIZATION OF LOW VISION * MATERIALS LIST * IMRC/APH

Summer 1970

I. GEOMETRIC FORMS

A. Tactual

1. Wonder Texture Box	Creative Playthings
2. Form Boards	Tactile Aids for the Blind
3. Progress Development Project #1	Tactile Aids for the Blind
4. Graduating Shapes	Tactile Aids for the Blind
5. Mitchell Wire Forms	American Printing House
6. Form Board	Playskool, Inc.
7. Geometric Figures and Solids	Milton Bradley
8. Geometric Forms	Judy Company
9. Cuisenaire Rods	Cuisenaire Company of America
10. Peg Grading Board	Constructive Playthings
11. Contour Cone	Creative Playthings
12. Wooden Cylinders (graduated) & Stand	Creative Playthings
13. Grade Circles, Squares & Triangles	Creative Playthings
14. Inset Cylinders	Creative Playthings
15. Geometric Insets	Creative Playthings
16. Pattern Learning Forms	Creative Playthings

B. Tactual and Visual

1. Geometric Form Cards (Montessori)	Educational Teaching Aids Division of A. Daigger Co.
2. Parquetry Blocks & Designs	Developmental Learning Materials
3. Parquetry Design Blocks	Milton Bradley Company

C. Visual

1. Geometric Shapes in Color	Teaching Resources, Inc.
2. Shape Dominoes	Creative Playthings

a. Puzzles-Integration of Parts

(1) Shapes Puzzles	Developmental Learning Materials
(2) Small Form Puzzles	Teaching Resources, Inc.
(3) Large Form Puzzles	Teaching Resources, Inc.

II. OBJECTS

A. Tactual

Progress Development Project #2	Tactile Aids for the Blind

B. Visual

1. Simple Objects & Geometric Forms

a. Association Cards	Teaching Resources, Inc.
b. Figure-Ground Transparencies	Speech and Language Materials

2. Object Outlines with Inner Detail

a. Stimulus Response Strips	Follett Publishing Company
b. Transparency Duplicating Books	Milliken Publishing Company
c. Perception Plaques, Clowns & Faces	Creative Playthings
d. Picture Readiness Game	Garrard Publishing Company

3. Object Pictures--Color & Detail

a. Picture Dominoes	Creative Playthings
b. Match-Me	Benton Review Publishing Co.
c. Picto-Lotto	F. A. Owen Publishing Co.
d. Object Lotto	Constructive Playthings
e. Farm Lotto	Constructive Playthings
f. ABC Lotto	Constructive Playthings

4. Missing Parts

a. What's Missing Lotto	Constructive Playthings
b. Story-Cards--Tell What Part is Missing	Milton Bradley Company

5. Integration of Parts

a. Whole-Part-Whole Puzzle	Playskool, Inc.
b. Fruit & Animal Puzzle	Teaching Resources, Inc.
c. Shape & Size Puzzles	Creative Playthings
d. Animal Puzzles	Developmental Learning Materials
e. People Puzzles	Developmental Learning Materials

6. Spatial Relations

a. Spatial Relations Picture Cards	Developmental Learning Materials
b. Fitzhugh Plus Program	Allied Education Council

7. Categorizing

a. Food Series	Captioned Films Education Media Distribution Center
b. The Classification Game	Instructo Corporation
c. Go-Together Cards	Creative Playthings

d.	Go-Together Lotto	Constructive Playthings
e.	Association Picture Cards	Developmental Learning Materials
f.	Motot Expressive Language Picture Cards	Developmental Learning Materials
g.	Opposite Concepts	Instructo Corporation
h.	Opposite Ideal Charts	Ideal School Supply

8. Picture Sequencing

a.	See-Quees	The Judy Company
b.	Sequential Pictures	Developmental Learning Materials

9. Color

Color Association Cards	Developmental Learning Materials

10. General Activities

a.	Match and Check	Scott, Foresman and Company
b.	Independent Activities, Level I	The Continental Press, Inc.

III. OBJECTS AND SYMBOLS

A. Tactual

Wood Lower Case Letters	Creative Playthings

B. Visual-Picture/Word Association

1.	Matchetts	The Judy Company
2.	Structural Reading Series	L. W. Singer Company, Inc.
3.	Word Matching Cards	Open Court Publishing Co.
4.	Picto-Lotto Cards	F. A. Owen Publishing Co.
5.	Picto-Word Flash Cards	Constructive Playthings
6.	Dolch Picture Word Cards	Garrard Publishing Co.
7.	Picture Word Builder	Milton Bradley Company
8.	My First Dictionary	Grosset & Dunlap, Inc.
9.	Families and Friends	Instructor Publications, Inc.
10.	Words and Action	Holt, Rinehart and Winston, Inc.
11.	Sort-a-Card Game	Milton Bradley Company
12.	Action Pictures & Name Pictures	Ideal School Supply
13.	The Game of Match Word	Benton Review Publishing Co.
14.	Ben-G Reading Readiness Puzzles	Creative Playthings, Inc.
15.	Match Games-Sets - One and Two	Garrard Publishing Co.
16.	Object Lotto	Ed-U-Cards Manufacturing Corp.

C. Words

1.	Basic Word Cards	Steck-Vaughn Company
2.	Basic Sight Vocabulary Cards	Garrard Publishing Co.
3.	Basic Sight Word Test	Garrard Publishing Co.

4.	Dolch Popper Words, Sets 1 & 2	Garrard Publishing Co.
5.	Phonetic Quizmo	Milton Bradley Company
6.	Global Flash Cards	Milton Bradley Company
7.	Phonetic Drill Cards	Milton Bradley Company
8.	Pre-Primer Words--Flash Cards	Webster Division, McGraw-Hill

D. Phrases and Sentences

1.	Sight Phrase Cards	Garrard Publishing Co.
2.	Sentence Builders	Milton Bradley Company

E. Easy Reading

1.	Readers Digest Skill Builder	Reader's Digest Services, Inc.
2.	Surprise Stories, First Reader	Clear Type Publishing Committee
3.	The Silent Readers, Second Reader	Clear Type Publishing Committee
4.	I Wonder Why (Large Type Edition)	Stanwix House, Inc.
5.	My First Reading Unit, Part 2	Gel-Sten Supply Company, Inc.
6.	Cowboy Sam Series	Benefic Press
7.	Butternut Bill Series	Benefic Press
8.	Read and Play Book	Garrard Publishing Co.
9.	Easy-to-Read Books	Melmont Publishers
10.	Button Family Series	Benefic Press

F. Broad Application Items

1.	Frostig Pictures and Patterns Program	Follett Educational Corporation
2.	Perceptual-Motor Teaching Materials	Teaching Resources
3.	Frostig Program for the Development of Visual-Perception, Teacher's Guide	Follett Educational Corporation
4.	Frostig Exercise and Worksheets	Follett Educational Corporation
5.	Harris Lateral Dominance Kit	Follett Educational Corporation
6.	Detect: A Sensorimotor Approach to Visual Discrimination	Science Research Associates
7.	Erie Program/Perceptual Motor Development	Teaching Resources
8.	Fairbanks-Robinson Program	Teaching Resources
9.	Try: Experiences for Young Children	Noble & Noble Publishers, Inc.
10.	Rhyming, Levels 1 and 2	The Continental Press, Inc.
11.	Thinking Skills, Levels 1 & 2	The Continental Press, Inc.
12.	Visual Discrimination, Levels 1 & 2	The Continental Press, Inc.

SOURCES OF ALL MATERIAL ON ATTACHED LIST

Allied Education Council
Distribution Center, P.O.Box 78
Galien, Michigan 49113

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Benefic Press
10300 West Roosevelt Road
Westchester, Illinois 60153

Benton Review Publishing Company, Inc.
Fowler, Indiana 47944

Captioned Films Education Media
Distribution Center
5034 Wisconsin Avenue, N. W.
Washington, D. C. 20016

Constructive Playthings
1040 East 85th Street
Kansas City, Missouri 64131

The Continental Press, Inc.
P. O. Box 554
Elgin, Illinois 60120

Creative Playthings, Inc.
Educational Services Department
Princeton, New Jersey 08540

Cuisenaire Company of America, Inc.
12 Church Street
New Rochelle, New York 10805

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

Ed-U-Cards Manufacturing Corporation
60 Austin Boulevard
Commack, New York 11725

Educational Teaching Aids Division
A. Daigger & Company
159 West Kinzie Street
Chicago, Illinois 60610

Follett Educational Corporation
1010 W. Washington Boulevard
Chicago, Illinois 60607

Garrard Publishing Company
1607 N. Market Street
Champaign, Illinois 61820

Gel-Sten Supply Company, Inc.
9014 Brookfield Avenue
Brookfield, Illinois 60513

Grosset and Dunlap, Inc.
51 Madison Avenue
New York, New York 10010

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453

The Instructo Corporation
Paoli, Pennsylvania 19301

The Instructor Publications, Inc.
Dansville, New York 14437

The Judy Company
310 North Second Street
Minneapolis, Minnesota 55401

Melmont Publishers
1224 W. Van Buren Street
Chicago, Illinois 60607

Milliken Publishing Company
611 Olive Street
St. Louis, Missouri 63101

Milton Bradley Company
74 Park Street
Springfield, Massachusetts 01101

Noble and Noble Publishers, Inc.
750 Third Avenue
New York, New York 10017

Open Court Publishing Company
1039 Eighth Street
LaSalle, Illinois 61301

F. A. Owen Publishing Company
Instructor Park
Dansville, New York 14437

Playskool, Inc.
3720 North Kedzie Avenue
Chicago, Illinois 60618

Reader's Digest Services, Inc.
Education Division
Pleasantville, New York 10570

Science Research Associates, Inc.
Industrial and Special Education Division
259 East Erie Street
Chicago, Illinois 60611

Scott, Foresman and Company
1900 E. Lake Avenue
Glenview, Illinois 60025

L. W. Singer Company, Inc.
201 E. 50th Street
New York, New York 10022

Speech and Language Materials, Inc.
P. O. Box 721
Tulsa, Oklahoma 74101

Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204

Steck-Vaughn Company
Box 2028
Austin, Texas 78767

Tactile Aids for the Blind, Inc.
2625 Forest Avenue
Des Moines, Iowa 50311

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011

Materials For Improving Low Vision Skills
(Presented on Videotape)

This list includes all materials shown on the videotape prepared by the Regional Special Education Instructional Materials Center for Handicapped Children and Youth at Michigan State University. Materials are listed in the order in which they appear on the videotape.

ITEM & DESCRIPTION	PRODUCER
Touch Book	Teacher-made felt, braille paper
Puzzle (wooden)	Not known
Form Dominoes	Teacher-made tagboard, sandpaper, burlap, construction paper, spray paint, black marker
"Shapes-Sizes"	First Learning Games Western Publishing Company, Inc. Walt Disney Productions
Sheets of Geometric Forms With Columns (matching)	"Reading Time" Professors & Teachers Aides, Inc. Phoenix, Arizona
3-Part Sponge Material	Foamade Industries Royal Oak, Michigan
Loose Beads & Lace	Kelp
Plastic Cowboy and Indian Set with Log Cabin to Assemble	Purchased at dime store
Sponge Material orange sheet with circular holes sheet with large holes (about 6" high) nerf balls sponge cylinder	Foamade Industries

ITEM & DESCRIPTION	PRODUCER
Puzzle Pieces for Spatial Relations Exercises tree, rabbit, elephant	Teaching Resources
Magazine picture	Teacher Idea picture mounted on cardboard
Visual-Motor Perception Teaching Materials	Teaching Resources
Abstract Art Project	Teacher Idea white construction paper, colored markers, tagboard
Object Unification Art project-printing	Teacher idea construction paper, water color paint, brayer, masking tape
Parquetry Blocks	Ideal School Supply Chicago, Illinois
jumbo	
flat triangles & diamonds colored pictures	Developmental Learning Materials (DLM)
inch cubes - flat pictures	DLM
inch cubes - perspective pictures	DLM
flat triangles & diamonds - only outline pictures	DLM
Picture Sequence Cards outdoor activities	Speech and Language Materials
Sequence Pictures old workbooks & comics	Obtained by Teacher
Letter Readiness worksheets	Not Known
High Intensity Light	Tensor Corporation Brooklyn, N.Y.
Perceptual-Motor Development Program, Level II inner detail discrimination form and shading hidden figure-geometric & contour mazes (plus transparency sheet & crayon)	Teaching Resources

ITEM & DESCRIPTION	PRODUCER
Transparencies to Correct Reversals transparency-complete the figure transparency-visual tracking	Teacher-made transparency paper, black marker overhead projector
Lotto Game "ABC Lotto" lotto game for visual closure	Teacher-made braille paper, colored markers, clear contact paper
Magazine Pictures	Teacher Idea pictures mounted on cardboard
What's Funny Cards	Speech and Language Materials
Matching Designs With Clothespins	Teacher Idea black construction paper, two kinds of clothespins
Imagine and Write - enlarged print (creative writing books)	Weekly Reader
Educational Teaching Aides for Early Learning and Special Education cylinder blocks--two kinds (height changed, width changed)	A. Daigger & Cox Chicago, Illinois
Ready? Go!!! Disks	Cantrell Industries Princeton, Wisconsin
Sponge Pieces sponge cylinders varying in width and height	Foamade Industries
Number Rods	Ideal School Supply
Felt Squares and Stripes	Kelp
Perceptual-Motor Development Program Level II sheets with geometric forms of varying sizes	Teaching Resources
Partial Pictures--Alphabet	Speech and Language Materials, Inc.
Visual Closure Exercise	Teacher Idea white construction paper, many inch squares of colored construction paper

3/23/70

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rectly.

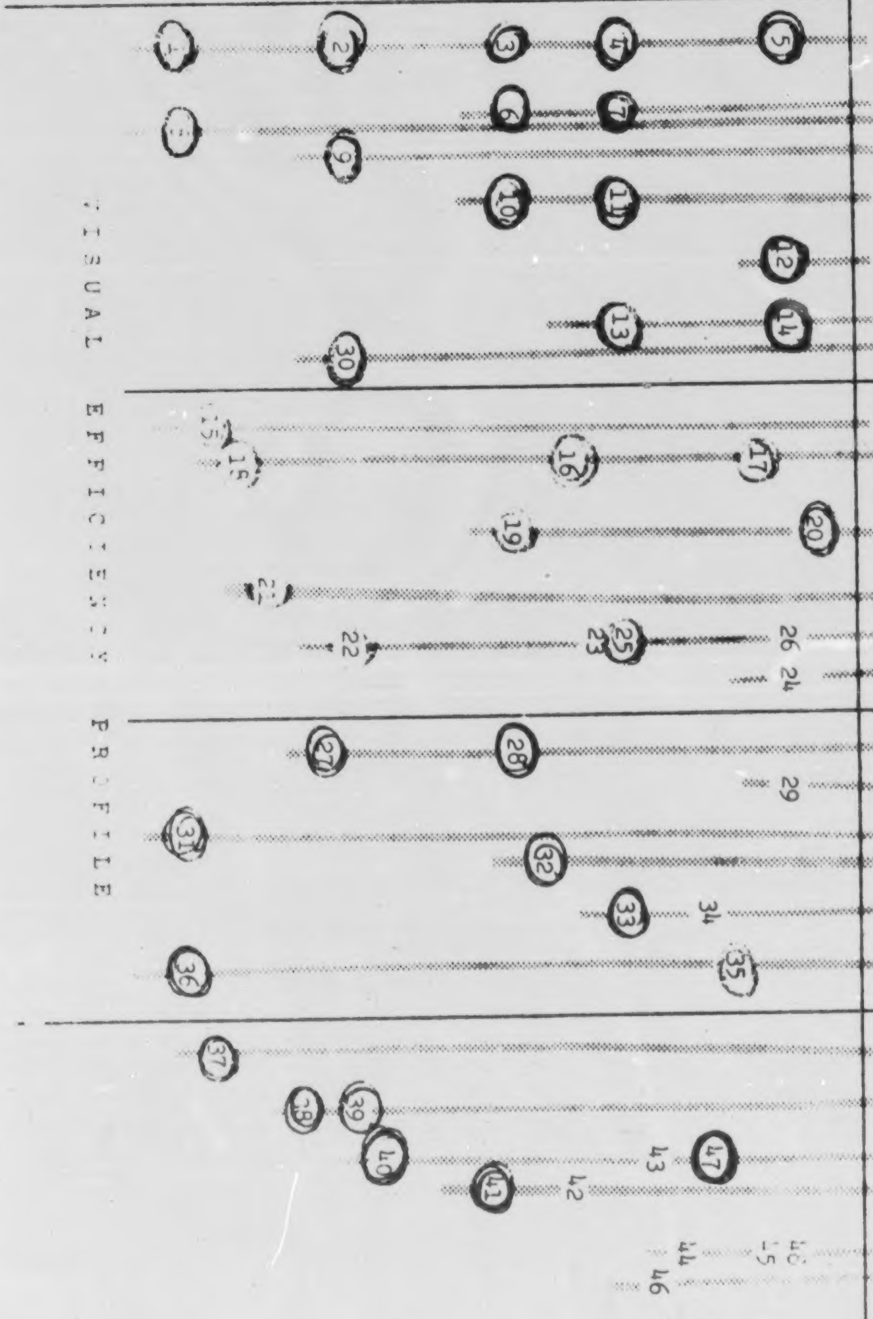
Comments on reverse)

Satisfactory Efficiency

Marginal Efficiency

Low Efficiency

VISUAL EFFICIENCY PROFILE



Form Discrimination

Light-Dark Density Discrimination
and (Position Discrimination)
and (Inner Detail Discrimination)

Size Discrimination

Size and Position Discrimination

Position Discrimination
and (Figure Detail Discrimination)

Detail Discrimination
and (Position in Space Discrimination)

Pattern Detail Discrimination

Position in Space Discrimination

Object Unification
and (Visual Closure)

Spatial Perspective Discrimination
and (Figure Detail Discrimination)

Object Discrimination
and (Hidden Figure Discrimination)

Hidden Figure Discrimination

Figure Detail Discrimination

Symbol Position Discrimination

Symbol Sequence Discrimination

Configuration Discrimination
and (Visual Closure)

Inner Detail Discrimination
and (Pattern Detail Discrimination)

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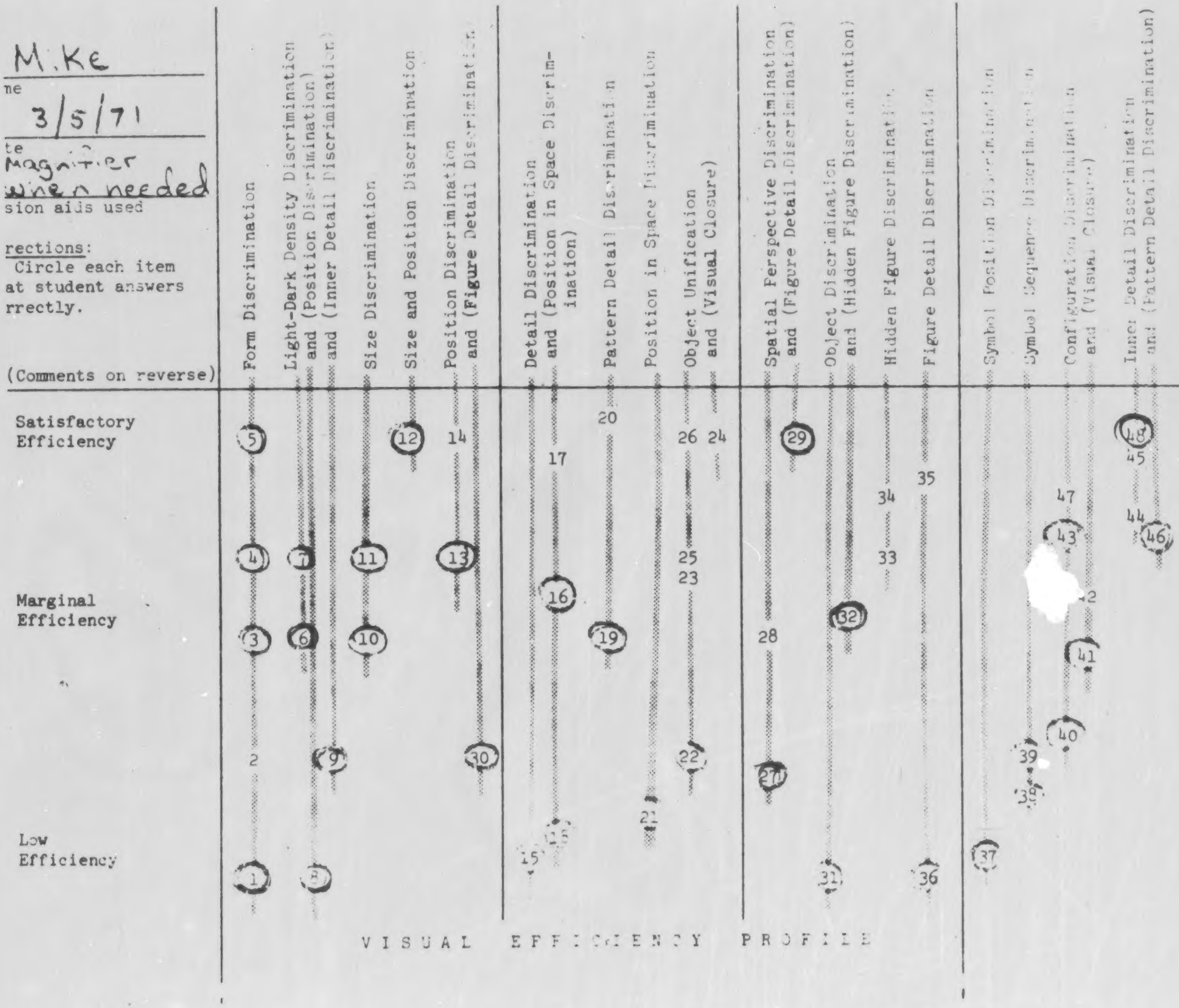

V I S U A L   E F F I C I E N C Y   P R O F I L E

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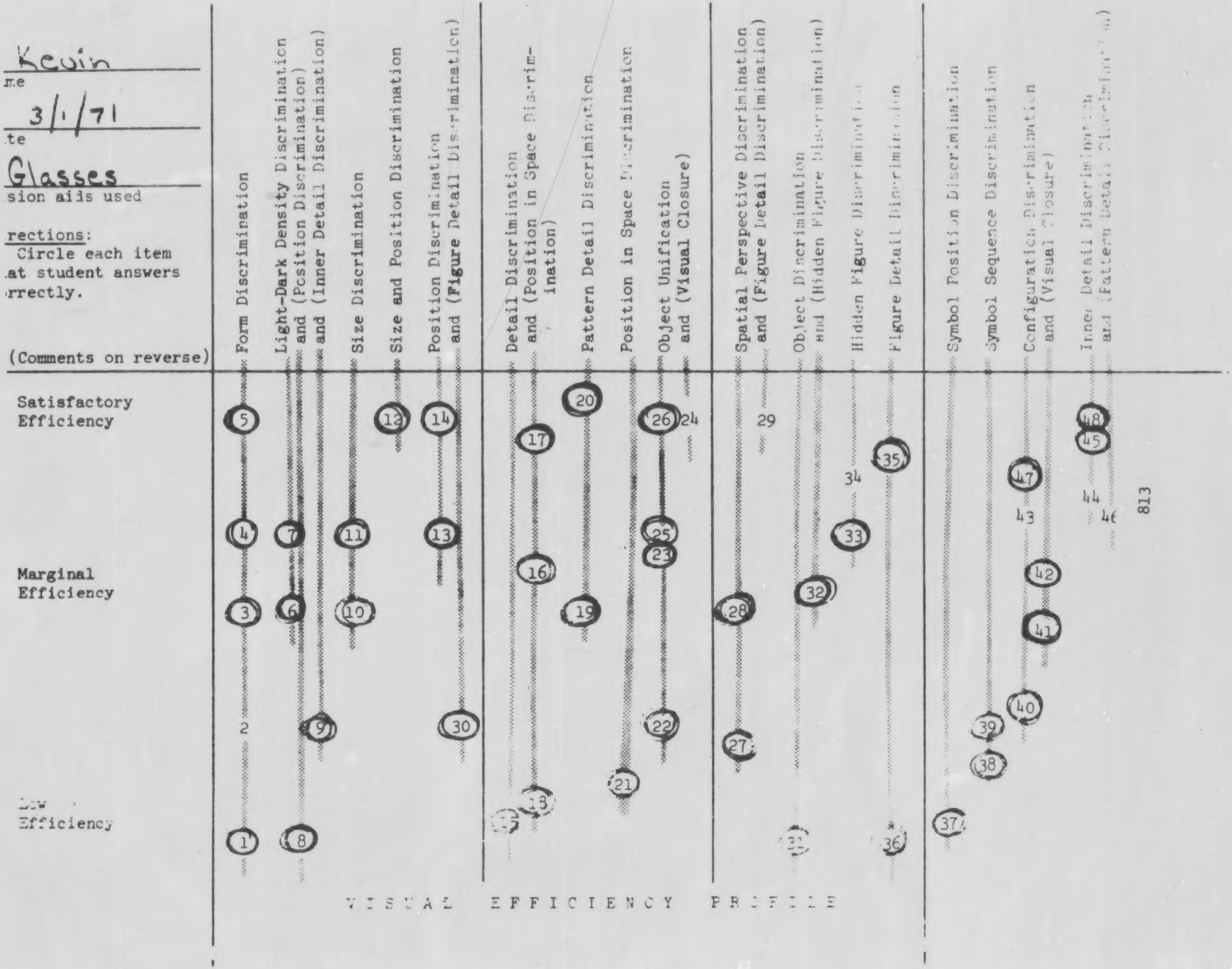

Name

Date

Vision aids used

Directions: Circle each item that student answers correctly.

(Comments on reverse)

Satisfactory Efficiency

Marginal Efficiency

Low Efficiency

VISUAL EFFICIENCY PROFILE

Form Discrimination	5 4 3 2 1
Light-Dark Density Discrimination	7 6
and (Position Discrimination)	8
and (Inner Detail Discrimination)	9
Size Discrimination	11 10
Size and Position Discrimination	12
Position Discrimination	14 13
and (Figure Detail Discrimination)	30
Detail Discrimination	15
and (Position in Space Discrimination)	17 16 18
Pattern Detail Discrimination	20 19
Position in Space Discrimination	21
Object Unification	26 25 23 22
and (Visual Closure)	24
Spatial Perspective Discrimination	28 27
and (Figure Detail Discrimination)	29
Object Discrimination	31
and (Hidden Figure Discrimination)	32
Hidden Figure Discrimination	34 33
Figure Detail Discrimination	35 36
Symbol Position Discrimination	37
Symbol Sequence Discrimination	39 38
Configuration Discrimination	47 43 40
and (Visual Closure)	42 41
Inner Detail Discrimination	48 45 44
and (Pattern Detail Discrimination)	46

Any More Ideas?

This Workshop Coordinator Guide has been designed to provide unique and innovative ideas for conducting a workshop in "Methods & Materials for Improving Low Vision Skills." If you find a certain activity works well at your workshop we would appreciate receiving a description. This guide will be periodically updated to include these new ideas. Full credit will be given the designer.

Name of the Activity: ______________________________

Objective of the Activity: ______________________________

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Description of the Activity: ______________________________

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Materials Needed: ______________________________

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____________________ Date: ____________________

RECORDED AID FOR BEGINNING PIANO, VOL. I: DESCRIPTIVE GUIDE

THE RECORDED AID FOR BEGINNING PIANO

S. JOSEPH LEVINE
Michigan State University
East Lansing, Michigan

KENNETH MEDEMA
Essex County Hospital Center
Cedar Grove, New Jersey

VOLUME ONE

Prepared for
THE LIBRARY OF CONGRESS
Washington, D.C.

Produced by
THE LEARNING SYSTEMS INSTITUTE
Michigan State University

1971

RECORDED AID FOR BEGINNING PIANO

Volume I

LESSON I

I. INTRODUCTION

The basic tools for this course are a piano, well in tune, and a cassette player. No prior experience is necessary. At any time the student needs more time to work something out he may stop the tape.

II. SEATING POSITION

It is important that the student sit near the center of the keyboard. He can achieve this central position by measuring his distance from each end of the keyboard with his arms. Equally as important is good posture.

III. EXPLORING THE KEYBOARD

First the student is introduced to the two kinds of keys, the white flat keys and the raised black keys.

Beginning at the extreme right end of the keyboard, the student is asked to find and play each group of black keys all the way down to the extreme left end of the keyboard. First he should use only his right hand. Then, he is instructed to count first the number of groups of three black keys and then the number of groups of two black keys. Take into account the one "extra" black key at the extreme left end of the keyboard. The same process of playing and counting is repeated with the left hand. This gives the student a good idea of how the black raised keys are organized in alternating groups of two and three and how many groups of each there are. (There are seven groups of two and seven groups of three.)

Now the student is asked to play patterns of one, two and three notes on the middle group of black keys with the right hand. At this stage of learning the fingers used are referred to as index, middle, and the finger next to the pinky, or finger one, two and three respectively. (The traditional numbering of the fingers will be taken up in a subsequent lesson.) Various sequences of the three middle black keys are used; for example, the lowest note followed by the highest note; then the highest note followed by the lowest note, etc. The same patterns are used for the left hand on the group of three black keys just below the group used in the right hand.

In conclusion, the student is introduced to the concept of high and low which has been indirectly referred to throughout the lesson. The highest notes are toward the extreme right end of the keyboard and the lowest notes are toward the extreme left end of the keyboard.

IV. REVIEW

Any parts of the lesson which seemed particularly difficult may be reinforced by running the tape back and repeating those parts.

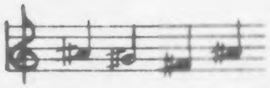
LESSON II

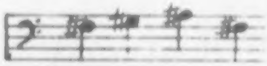
I. REVIEW

A short review of the first lesson will refresh the student's memory of the basic organization of the white and black keys on the piano. This lesson will continue to use only the black keys. Relocate the groups of three black keys u sed for the right abd left hands in the previous lesson and review the fingers which will be used on these keys. (Note that in the right hand the index finger is playing the lowest note of the group and in the left hand the index finger is playing the highest note of the group.) This review emphasizes that when the same sequence of notes is played in each hand the fingers are going in opposite order.

II. THE "METRONOME"

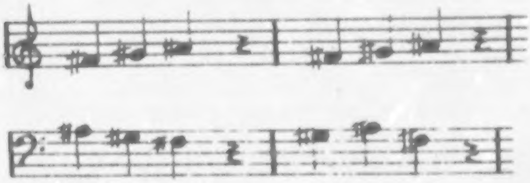
The "metronome" is the student's helper. It provides a steady clicking sound which helps to space evenly the notes the student is playing. In this part of the lesson it is used with various patterns of the three black keys on which the right and left hands are playing. (Four beat patterns can be created by using one of the black keys in a group twice.)





III. THE "REST"

By playing a pattern of four beats which contains only three notes the student is introduced to the idea of a pause, or a space, or a "rest." Again, these examples are played with the metronome so that no note is played on the 4th click of each pattern.



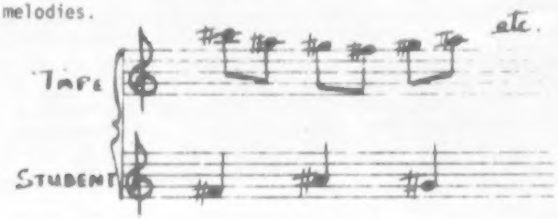
At this point, the student is asked to make up patterns of three and four beats with both hands as the metronome continues on the tape.

LESSON III

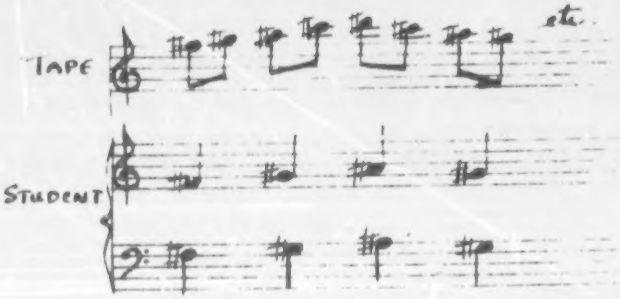
I. PLAYING A MELODY WITH AN "ACCOMPANIMENT"

In this lesson the student is introduced to a pattern of notes which is to be played with a melody but in the background. This pattern is called an "accompaniment."

At first, the student is asked to play only a three note melody with his right hand, on the three black keys it has been using. The accompaniment is provided on the tape. The same process is repeated with the left hand on the three black keys it uses (three groups up from the left end of the keyboard). Then, the student is given a chance to invent his own melodies in both hands as the accompaniment continues on the tape. For now, he should invent only three note melodies.



Following that creative exercise a new accompaniment is provided on the tape. This one is to be used with four note melodies. First, the student is asked to play given melodies with his right and left hands, the accompaniment being provided on the tape.

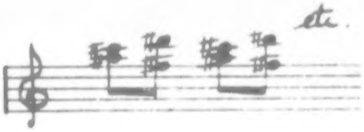


Again he is given a chance to invent his own four note melodies in both hands.

II. BEING CREATIVE WITH MELODIES

By combining various two, three and four note patterns different melodies can be invented. Several examples are given on the tape. The student should try to identify the ordering of the three black keys as he hears them.

There are several techniques of varying melodies. One is to use rests. Another is to lengthen certain notes. (Up to now, one note or one rest has always corresponded to one beat. Now a note may be held for more than one beat.) Still another method is to repeat some of the notes in the melody. Again, the student is given a new accompaniment as background while he creates melodies with both hands.



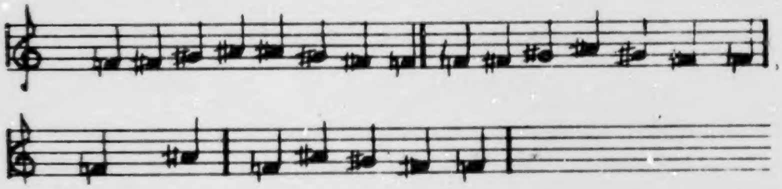
III. REVIEW

In this lesson the student should concern himself only with playing the melodies while he listens to the accompaniment. Three kinds of melodies have been introduced up to now; melodies in three note patterns, melodies in four note patterns, and creative melodies.

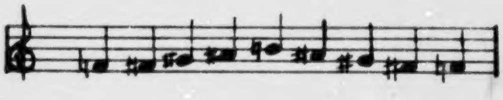
LESSON IV

I. TWO NEW WHITE KEYS FOR THE RIGHT HAND

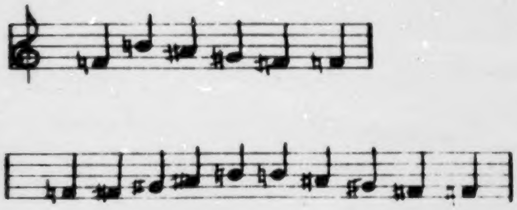
In this lesson the student is introduced to the two white keys on either side of the group of black keys he has been working with. These keys are to be played with the thumb and the pinky. First, he is asked to work with just the right hand, playing various patterns using the three black keys and only one of the new white keys--the lower one.



Then, he can add the upper white note and play patterns using the pinky on the top white note.

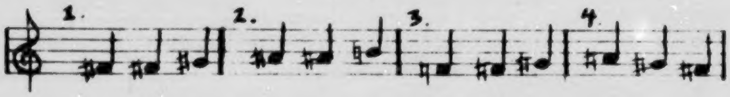


Then, he can try some patterns mixing up all five notes. Several examples are given on the tape.

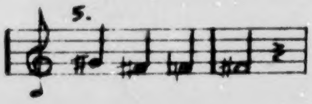


By this time, the student should have a good familiarity with the five notes which make up the new group. Now he is using all five fingers in his right hand.

By putting short patterns together he can make longer patterns and finally a complete melody. The short patterns are:



First he is asked to try them separately; then, altogether without stopping. There are twelve notes in all, four groups of three. Finally, he is asked to try shuffling them around so that tyey come out in the following order: First, pattern one, then pattern three, then two, and finally four. The melody is recognizable as "America;" but it is missing two measures. See if the student can find them by himself. Let them be pattern five.



II. TWO NEW WHITE KEYS FOR THE LEFT HAND

The same process that was used for the right hand is repeated for the left hand, emphasizing that in this hand opposite fingers are playing the two new white keys. Whereas, the pinky played the upper white note in the right hand, in the left hand it plays the lower white note. The thumb played the lower white note in the right hand; it plays the upper white note in the left hand.

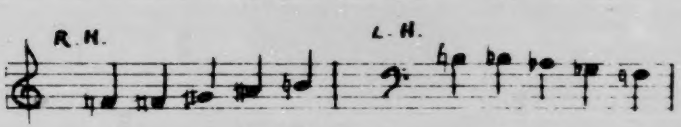
III. REVIEW

When the student has learned America with both hands, he should go back and try to play it first with one hand and then the other.

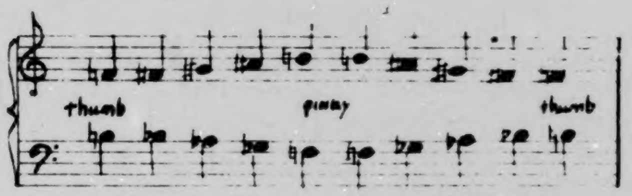
LESSON V

I. REVIEW

The lesson begins with a practice session for the student. He can review the previous lesson by practicing the five note patterns he learned using all five fingers in each hand.

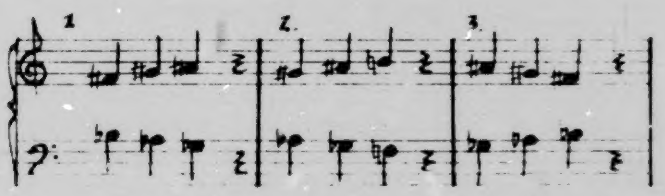


While one hand plays, the other hand should stay in position over its notes. Then, starting with the right hand, he can try going directly from one hand to the other without stopping. Finally, in this review section he is asked to play the patterns, hands together; first from the thumbs to the pinkies, then from the pinkies to the thumbs.

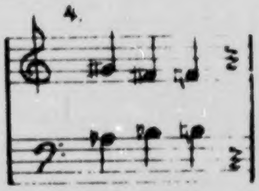


II. PLAYING A TUNE WITH BOTH HANDS GOING IN OPPOSITE DIRECTIONS

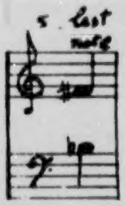
Like "America" this new melody is made up of smaller patterns. The patterns are:



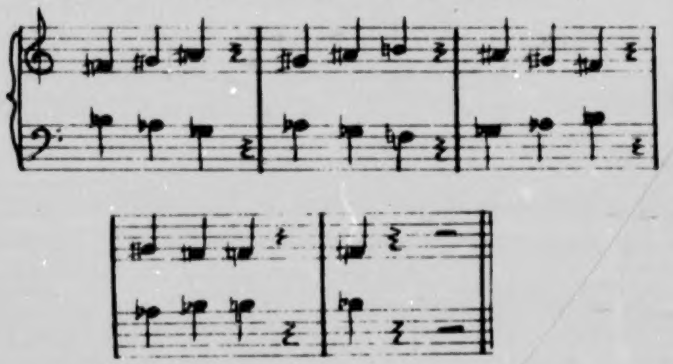
The student is instructed to put these three together and then to try a fourth pattern.



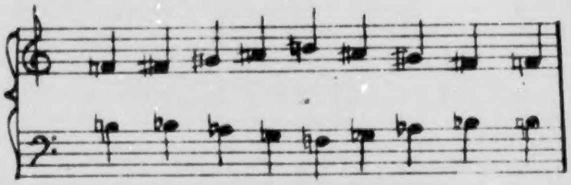
Now he can put them all together and add a last note in each hand.



The student should be aware that in this melody the same fingers are always playing together in each hand but the hands are always going in opposite directions. The whole melody looks like this.

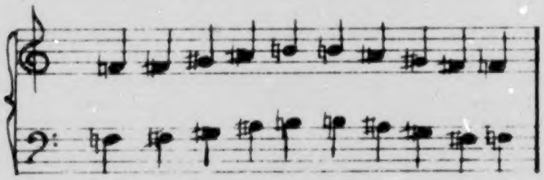


This is a good place to review. If necessary have the student go back and practice the hard spots. He can practice doing this "opposite" exercise, as well as playing the new melody.



III. PLAYING "PARALLEL"

Up to now, the hands have always been going in opposite directions. Now the student is asked to play some exercises in which the hands go in the same direction at the same time.



This time the thumb in the right hand starts with the pinky in the left hand. (This is contrasted with the "opposite" exercise in which the thumbs start together.) "America" is used as the "parallel" melody first. The student should review it in each hand separately and then put them together. In putting the hands together the student should be aware that each hand uses different fingers for the same note of the melody. (Make sure that the notes go down together in both hands.)

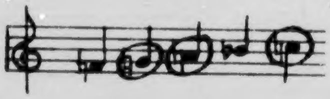
IV. REVIEW

At the end of this lesson the student should go back and practice the opposite and parallel melodies.

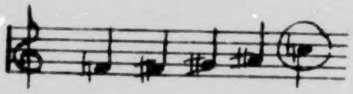
LESSON VI

I. MORE NEW WHITE KEYS FOR THE RIGHT HAND

In this lesson the student will be learning three new white keys for the right hand. These will first be heard in a five note pattern similar to the pattern heard in the last lesson. First the student is asked to listen to the old pattern and the new pattern to try to hear the difference in the two. Then he can set out to learn each new note separately. The new five note pattern is:



The new white keys are circled. The student is asked to play just the highest note in the new pattern with his pinky; the other fingers should continue to play the notes in the old pattern. He will have to stretch his pinky to get the new note.



Then, one at a time, he can add the new keys for the index finger and for the middle finger. Note that the only finger left on a black key is the finger next to the pinky--the third finger. Now, the student is asked to play the whole pattern.

At this point, the student can play some games with the new white keys so that he will learn them more thoroughly. These exercises are short and simple. The student is asked:

1. To play the new pattern excepting the new white key for the index finger. That finger should be back on its old black key.
2. To play the new pattern with the middle finger on its old black key.
3. To play the old pattern.
4. To play the old pattern with only the pinky on its new white key.
5. To play the new pattern.

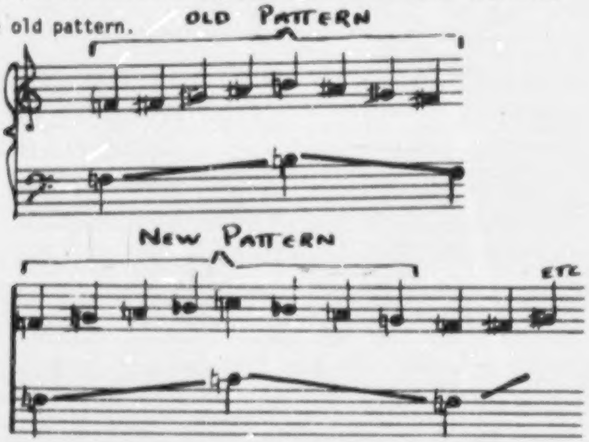
II. MORE NEW WHITE KEYS IN THE LEFT HAND

The same process that was used for the right hand is repeated for the left hand only this time the first new white key is the one to be played with the thumb. The second new white key is the one to be played with the third finger, and the last new white key is to be played with the middle finger. (The third finger is the finger next to the pinky.)

In the last part of this section the student is asked to listen to a pattern using various combinations of all the notes learned so far. He should try to identify which notes are used in the pattern each time it is played.

III. A NEW EXERCISE IN PARALLEL MOTION

Before being introduced to the new exercise the student is asked to play the old pattern with both hands in parallel motion three times up and down; the top note is not repeated. Then he is asked to play the new pattern the same way. Now that he has both patterns fresh in his memory he can go on to the new exercise. The new exercise uses both patterns alternating from one to the other beginning with the old pattern.



Then three more ways of using the old and new patterns are introduced. First, up and down with only the middle finger on the old black key. (Remember that in both the old and new patterns, the thumb and third finger are always on the same key.) Second, up and down with only the first finger on the old black key. Third, up and down with only the pinky on the old white key. Finally, the student is asked to play four times up and down beginning with the old pattern and each successive time changing to one of the new white keys until the new pattern is being played.

The RECORDED AID FOR BEGINNING PIANO is designed as a self-instructional set of materials for a blind individual to develop beginning competencies with the piano. No prior knowledge of the piano or music is needed by the student to utilize the materials. A set of five volumes make up the entire set. Each volume contains a series of six recorded lessons, an introductory tape and a review tape. The first three volumes require no braille reading on the part of the student. The fourth volume introduces braille music notation and the fifth volume presents a set of original compositions for the student. These later two volumes include the braille notation along with the recordings.

A Teacher Guide accompanies each volume. The Guide provides a teacher with a lesson-by-lesson overview of the material that is covered. It is not necessary for the teacher to know braille music notation to assist the student with the material. It is important to note that a teacher is NOT necessary for the effective use of the RECORDED AID FOR BEGINNING PIANO.

During the preparation of the RECORDED AID FOR BEGINNING PIANO, the authors received extensive help from two outstanding musicians whose names should not go unmentioned. Mr. Andrew Froelich (Music Dept., North Dakota State University) and Mr. Stephen Tarpley (School of Music, Michigan State University) both contributed greatly to the development and recording of the materials. Also, the assistance of the entire staff of the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University is genuinely appreciated.

RESOURCES FOR EFFECTIVE TEACHING: DESCRIPTIVE BOOKLET AND EVALUATIONS OF SOME WORKSHOPS

RESOURCES FOR EFFECTIVE TEACHING

SPECIAL STUDY INSTITUTE
July 14 — 18, 1971

CRC

CURRICULUM
RESOURCE
CONSULTANT

Twenty-nine persons came to East Lansing June 14-18, 1971, to participate in a Special Study Institute, Resources for Effective Teaching. The objective was to train Curriculum Resource Consultants (CRCs) for the State of Michigan. Sponsored by the Michigan State Department of Education, Division of Special Education, and the Bureau of Education for the Handicapped (USOE), the Institute brought together already appointed or potential CRCs to develop initial competencies in their new roles.

The planning and structure of the Institute was based on the assumptions that...

1. The CRC serves educational needs of other teachers;
2. The CRC conducts workshops;
3. The CRC carries on consultations with small groups and individuals related to the effectiveness of the teacher;
4. The CRC maintains channels for receiving and relaying new and timely materials about the improvement of instruction;
5. The CRC serves as a link among three agencies--the local school districts, the State Department of Education and teacher education institutions;

6. The CRC is involved in the use of prepared instructional experiences for teachers;

7. The CRC designs specially-created experiences to meet specific local needs;

Based on their experience in the Institute, the CRCs are now prepared to carry out these objectives.

The Institute program was designed in workshop sequences which would...

1. Develop teacher-training competencies in CRCs;

2. Provide CRCs with actual kits of training materials;

3. Provide the opportunity for the CRCs to develop kits for their own particular needs; and

4. Share their concerns with other members of the group.

WHO ARE THE CRCs?

Institute participants were chosen in accordance with the Division of Special Education proposal for CRCs and state instructional materials centers.

> *The Division of Special Education expects to endorse the establishment of local, intermediate or regional instructional materials centers for special education. These centers may be developed in conjunction with existing Title II centers or other instructional materials centers already established. Monies for such centers may be provided by the sponsoring district.*
>
> *In addition, the Division of Special Education expects to endorse the hiring of a reimbursable person to provide services to the special education staff through the center, in regard to:*

1. In-service
Materials
Curriculum

2. Selection of materials

3. Direct consultation on children's or program needs.

> *The Curriculum Resource Consultant would be well versed in all areas of special education... as well as having a knowledgeable background in curriculum for special education and materials in special education. He would be hired as a Curriculum Resource Consultant for 100 percent of his time, having no classroom assignment. He might work in conjunction with an existing instructional materials center director or might in the future, hold this role. He would be fully certified in at least one area of special education, hold a valid Michigan teaching certificate, and have taught special education successfully for three years in Michigan. The Curriculum Resource Consultants would also submit a letter of recommendation for their immediate superior and/or superintendent.*

> *Such a person would be qualified, with Department approval, for reimbursement under the clause of "other professional personnel." Intermediate and first class or second class districts would be the districts...reimbursed for this position.*

Workshop co-directors, Ted Ward and S. Joseph Levine of Michigan State University, used the above guidelines when they designed kits to be used by the workshop participants. The sessions were planned to promote participation in game-like experiences. Says Dr. Ward:

> *In general, when experiences capitalize on the motivations of enjoying a participatory experience--where there's some sense of winning, some*

sense of collaboration with a group of people working together for a common good--we enjoy it more than if we are simply brought together to be lectured at.

BE
TDK CASSETTE C-60
WORKSHOP KIT
Resources for Effective Teaching

THE KITS FOR THE INSTITUTE

Eight basic in-service education kits for the Curriculum Resource Consultants were prepared for the Institute. Each participant was assigned a number which he kept throughout the week. The group was then subdivided according to numbers. Each small group then worked together on the eight kits. Members of groups changed each time a new kit was introduced. The positions of leader, co-leader and evaluator were assigned in advance. Therefore, when all the kits had been used, each person had taken a leadership role at least once.

Some kits contained tape cassettes with instructions for the kit's use.

The following eight kits were used by the participants:

1. Designing an Instructional Game
2. Defining Objectives for the Teaching of Concepts
3. Designing Criterion Measures
4. Learners' Approaches to Learning
5. Goals for Education
6. Designing Objectives-Oriented Instruction
7. Focus on Feedback
8. Building a Perceptual-Motor Experience

The participants became thoroughly versed in the employment of these kits and are now prepared to offer their services using these kits in workshops with teachers in their districts.

In addition to the eight basic kits, the Institute participants were able to experience three other kits:

9. The Evaluation Game
10. Ad Agency (a language usage game)
11. What's the Sentence? (language usage)

The final test of what they had learned in the course of the workshop was the development of Workshop Kit 12. The participants were given instructions for designing their own kits. The specification and plan sheet read:

> *In partnership with two or three of your associates, you are to design and prepare a training kit for in-service education of teachers.*
>
> *It might deal with the use of an instructional material, a teaching procedure, or a skill in planning and evaluating instruction. To stimulate your thinking, the first meeting will be held in the USOE/MSU Regional Instructional Materials*

Center where you can look over many new instructional resources and select one or more to use as the focus of your training kit.

Remember these constraints and suggestions:

1. *30-minute time allocation for teaching the unit;*
2. *Specify your objective(s) clearly;*
3. *Don't attempt to teach too much at once;*
4. *Make the experience active;*
5. *Plan and carry out an evaluation of the teaching effectiveness of the experience you design; and*

6. *The finished kit should be written up well enough that others could use it.*

The group was to present its original kits.

> *Two other design teams (combined) will constitute your "learner group," so be prepared to teach your kit to six or seven people at that time. Be sure you have adequate materials planned.*

HELPING TEACHERS IMPROVE INSTRUCTIONAL EXPERIENCES FOR HANDICAPPED CHILDREN

Throughout the five-day Institute, three words were stressed--communication, dissemination and adoption. These were key concepts for potential CRCs to employ in their activities with teachers.

COMMUNICATION--*Knowing About*

For in-service education this would mean:

telling/hearing
showing/seeing
writing/reading

DISSEMINATION--*Experience With*

For in-service education this would mean:

doing
trying
gaining skills

ADOPTION--*Identification With and Predictable Use Of*

For in-service education this would mean accepting through:

reduced anxiety
stimulus-response-reward
redesign of the teacher's own system.

The CRC must accomplish all three in order to be effective in his relationship with teachers. His workshop and in-service sessions, as well as his personal contacts with special education personnel will draw upon his knowledge of these concepts.

The kits from the Institute will help him implement these ideas. The CRC knows (through his own participation in the use of the kits) the importance of having teachers take active, rather than passive, roles in any workshop he holds in the future.

INSTITUTE EVALUATION

An evaluation questionnaire at the conclusion of the Institute indicated only 12 participants had had either a considerable or moderate amount of experience in in-service training procedures prior to the Institute. After the Institute, 19 felt they knew a considerable amount and 10 a moderate amount.

Of the 15 who had previously conducted workshops, 14 felt the Institute assisted in clarifying workshop procedures. And all participants indicated they would be comfortable in offering in-service training in their own districts.

In general comments about the Institute various participants wrote:

> *This is, no doubt, the busiest workshop I ever attended, but probably the most productive. I felt the materials presented were pertinent and will be useful in the coming year.*
>
> *One of the most valuable contributions of this workshop has been the clearer definition of the roles a leader assumes. Also, awareness of roles and of some basic interaction processes that occur within the group setting has been most valuable.*
>
> *I feel that I can utilize the basic kit, but revise it for better use with other teachers.*
>
> *I'm new to this area--shy, withdrawn. I feel I gained experience, practice in the mechanics of the techniques and an opportunity to compare my personality and skills with others who will do or have done this kind of activity. I feel comfortable now in making a start in my school district.*
>
> *I thought this was an extremely valuable and practical workshop--I appreciated the structure and feel I am going home with a great deal more ability to lead inservice and that's what I came for!*
>
> *The idea of using a tape to brief us on the Institute in advance was clever. It made me more aware of the many uses of the tape recorder. The kits were well written--it was easy for the leaders to follow the intended purpose.*
>
> *The most important aspect of the Institute is that we now have some knowledge of the development of workshop kits and we have specific kits with which to conduct in-service training.*

In the fall of 1971, a one-day follow-up session will be held in which the Curriculum Resource Consultants will discuss problems they may be encountering and share ideas with each other. Then, the State of Michigan's CRCs will be on the job again, helping special education teachers meet the needs of their handicapped students with new ideas, materials and workshops.

For additional information about the role of the Curriculum Resource Consultant contact:

Mrs. E. W. Walline
Michigan Department of Education
P.O. Box 420
Lansing, Michigan

Phone: 373-0923

INSTITUTE STAFF

Co-directors

Dr. Ted Ward
S. Joseph Levine
Michigan State University
East Lansing, Michigan

Presenters

Mrs. Nancy Carlson
Miss Sue Ann Yovanovich
USOE/MSU Instructional Materials
Center for Handicapped Children
& Youth
East Lansing, Michigan

Consultant

Mrs. E.W. Walline
Michigan Department of Education
Special Education Division
Lansing, Michigan

INSTITUTE PARTICIPANTS

Mr. Russel L. Andreotti
Mrs. Blanche G. Benwire
Mrs. Evelyn L. Burde
Mr. Charles Crowley
Mrs. Mary Lou Durbin
Mrs. Beverley J. Farr
Mrs. Janet Fortenbacher
Mrs. Margaret C. Goldthorpe
Mrs. Olive Hansen
Mrs. Eleanor D. Haroldson
Mr. Robert Hemming
Mr. William S. Jones
Mrs. Linda L. Kalin
Mr. Norman R. MacDonald
Mrs. Lois Marcy
Mrs. Ruth McGregor
Mr. Roy A. Montroy
Mr. Fred W. Parker
Mrs. Florence E. Patrick
Mrs. Geneva Reid
Mrs. Mary Ann Sund
Mrs. Peggy S. Tenney
Mr. James M. Van Tassel
Mrs. Patricia Vivio
Mrs. Gail Wiemer
Mr. Lyle Williams
Mr. Larry C. Wilson
Mrs. Elizabeth Wing
Mr. John Peter Zsolczai

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EVALUATION

Curriculum Resource Consultant
Summer Institute 1971

Follow-Up Meeting October 29, 1971

Participants in the 1971 Curriculum Resource Consultant Summer Institute were asked to respond to questions prepared by the Michigan State University Instructional Materials Center for Handicapped Children and Youth. The responses were tabulated during a follow-up workshop held at the MSU Union Building on October 29. The information contained in this report then, was based on approximately eight weeks of work in the jobs these people presently are holding. Of the 30 participants in the Summer Institute, a total of 21 responses were received.

Summarized information is as follows:

1. 15 of 21 persons had conducted one or more in-service training programs. A total of 31 in-service training programs were conducted by these 15 persons since attending the summer institute.

   These 31 in-service training programs were attended by approximately 885 people. The breakdown is as follows:

Special Education teachers:	461
Regular teachers:	241
Parents:	57
Para-professionals:	76
University students:	35
Student teachers:	12
Administrators:	3

2. 20 of 21 had discussed with their administrators how they might function in the area of in-service training in their district or area.

3. In response to the question: "Which kits do you feel will work the best?", five persons did not respond; therefore, the following rank order is based on responses from 16 persons. The number of responses and the percentage of responses relating to any one kit are given also. Each of these kits is a self-contained teacher-training workshop kit.

   1. Kit #1: Designing An Instructional Game (10 responses = 20.4%)

   2. Kit #5: Goals For Education (8 responses = 16.3%)

   3. Kit #2: Defining Objectives For The Teaching Of Concepts (7 responses = 14.3%)

   4. Kit #6: Designing Objectives-Oriented Instruction (6 responses = 12.2%)

      Kit #8: Building a Perceptual-Motor Experience (6 responses = 12.2%)

   5. Kit #7: Focus on Feedback (5 responses = 10.2%)

   6. Kit #4: Learners Approaches to Learning (4 responses = 8.2%)

   7. Kit #3: Designing Criterion Measures (3 responses = 6.12%)

   The participants were presented with a total of eight different kits and all of these were selected at some level of "working best." Since no single kit received a great percentage of the responses, it is assumed that the selection of the kits met the different needs of the participants.

4. Nineteen persons answered the questions about their present employment:

   3 indicated they are currently employed as a CRC.

   5 indicated they are NOT currently employed as a CRC, (2 expect to be, and 3"would like" to be).

   8 indicated they did not plan on becoming a CRC, but do expect to conduct at least 3 in-service training programs each year.

   1 indicated no plans for becoming involved in conducting in-service training programs.

   2 indicated by question marks that they were not sure where they catagorically "fit."

5. In discussing the three most VALUABLE aspects of the institute, the comments have been broken down into four general areas: participative experiences; delivery system; affective components; follow-up.

   A. The one valuable aspect mentioned most often (i.e., 21 times by those responding) related to how those attending the institute viewed themselves as *participants*. Their comments pertained to on-going daily active *involvement* during the institute; the chance to *individually plan* and *present* a kit; and the *utilization* of workshop techniques.

      Closely associated were positive comments pertaining to *feedback* sessions, including discussions both on the *group* experience itself and on *individual* presentations. (Four comments related to this.)

   B. The aspect mentioned second most often was how those responding viewed the *delivery system* including *organization* and *institute staff*. Nine comments appreciated the *availability of the kits* themselves and an additional six comments highlighted the effective aspects of the Institute itself (i.e. *planning and preparation*, *pacing*, *achievement of goals*, and *leadership techniques*.)

   C. The third valuable aspect centered around *affective components*: Participants felt that it was valuable to *meet others with similar concerns*, to have had experiences that assisted in *building self-confidence* and to *be motivated* in what they were doing.

6. The last statement: "I would like to see the following areas of focus for another summer institute", was handled primarily during a discussion period at the follow-up meeting.

On the reaction form, six of the respondents had indicated that they would like to see *more kits developed* as one area of focus. The majority of the remaining suggestions for areas of focus pertained to content areas (such as junior-senior high, behavior modification, etc.). The institute staff did an on-the-spot tabulation of these suggestions and grouped them. (As listed on the following page.) The participants were then asked to vote for the three topic areas of most concern for which they would like to see kits developed.

	AREA OF CONCERN	NUMBER OF VOTES
1.	Identification and remediation of specific learning disabilities	15
2.	Classroom and pupil -- group management and dynamics	14
3.	Models for organization of individualized instruction	11
4.	Procedures for the "regular" classroom teacher of a handicapped child	10
5.	Motivation techniques	6
6.	Problems in teaching reading	2
7.	Problems related to Junior-Senior High	
	--academic discrepancies	0*
	--behavioral discrepancies	3

*Although mentioned as an area of concern on the reaction form, this area received no votes, therefore, could be considered low priority.

Nine of the respondents mentioned in various ways that they would like to see the focus on specific group management techniques,with participants becoming more skilled in various strategies of leadership techniques. (Suggested strategies: sensitivity training, soft and hard sell approaches, group dynamics, Taba strategies, changing attitudes, motivational methods). During the discussion period, it appeared that most participants agreed this should be another focus.

Two persons mentioned that more discussion time during an institute would be helpful--especially if there were fewer kits.

A few comments relating to "more kit 12" (the kit the participants themselves designed,produced, presented and evaluated) were felt to indicate a desire for more practice.

The discussion period brought forth the suggestion that it would be helpful to have training in techniques of how to adapt materials and strategies for all types of handicapped children in special and regular classrooms. It was felt that such expertise might then be shared with the classroom teacher of the handicapped child.

NAC: rh

REACTION FORM

1) Have you conducted an in-service training program since the summer Institute?

_____Yes _____No

If yes, how many? (Circle) 1 2 3 4 5

2) Have you discussed with your administrator(s) the part you might play in in-service training for special education teachers in your district or area?

_____Yes _____No

3) Which kits do you feel will work the best?

1.________________________

2.________________________

3.________________________

4) Please check the most appropriate blanks .

_____I am currently employed as a CRC.
_____I am NOT currently employed as a CRC, but expect to be in the near future.
_____I do not play on becoming a CRC, but expect to conduct at least 3 in-service training programs each year.
_____I do not plan on becoming involved with conducting in-service training programs.

5) The three most valuable aspects of the summer Institute were:

1.

2.

3.

6) I would like to see the following areas of focus for another summer Institute:

1.

2.

3.

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Cooperating with State Departments of Education in [illegible], Indiana, Ohio

LEADERSHIP WORKSHOP
Evaluation Study #1

S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

All participants at the Leadership Workshop were asked at the beginning of the workshop to "contract" a series of activities that they would accomplish during the two days. (See Appendix A). A copy of this contract was collected by the workshop staff and a copy was retained by the participant.

At the conclusion of the workshop, the participants were asked to examine the list of activities and rate each one according to the degree to which it was accomplished. (See Appendix B). They were asked not to consult their earlier contract, nor limit their rating to only those activities contracted.

PURPOSE

This contracting/rating activity had a three-fold purpose. First, it was designed to promote involvement of participants toward the accomplishment of individual (yet staff-selected) objectives. Secondly, it was designed to shed light on the notion that those "learners" who contract for an objective will have a higher probability of attaining that objective than those who did not contract. Finally, it was designed as a procedural model that could be demonstrated to the participants in a "doing" manner. (All participants were involved with teacher training and were in fact looking for ideas that would be usable in their own setting.)

RESULTS

1) *It is questionable whether this procedure created a very large amount of participant involvement in the attainment of individual objectives.* This is due primarily to the tight scheduling of the two day session and the lack of appropriate "work times" where participants might be able to pursue their own objectives.

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2) The results of the comparative study (those that contracted an item versus those that did not contract that item) indicate that *allowing participants to contract objectives enhances their attainment of those objectives.* Of the 21 objectives, 15 show definite differences between groups in favor of those that contracted (#1, #3, #4, #6, #7, #8, #11, #12, #13, #15, #16, #17, #18, #20, #21); 2 show definite differences between groups in favor of those that did not contract (#10, #14); and 4 show no real differences between groups (#2, #5, #9, #19).

3) *The use of this procedure as a part of the workshop was an effective manner in "suggesting" to participants that they utilize a similar procedure in their own workshops.* This was evaluated on the basis of the large number of requests for an "extra copy" of the rating sheet by individual participants. Most all participants requesting the extra copy volunteered that they wanted to use this procedure.

DATA

The following is the data collected as a result of this study. The 21 objectives are listed in the left column. To the right of each objective are percentages of those that contracted the item (A) for each level of fulfillment, and (B) percentages of those that did not contract the item for each level of fulfillment.

Example: For objective #1, 33.3% of those that contracted that objective fulfilled it at the 100% level; 16.7% fulfilled it at the 80% level; etc. For the same objective, 7.4% of those that did not contract that objective fulfilled it at the 100% level; 14.8% fulfilled it at the 80% level, etc.

			LEVEL OF FULFILLMENT			
n = 39			100%	80%	50%	Not Attempted
#1-	I will sketch out the planning steps that will be needed for my next workshop.	A	33.3	16.7	33.3	16.7
		B	7.4	14.8	14.8	59.3
#2-	I will discuss with two other participants how to plan a workshop.	A	78.3	21.7	0.0	0.0
		B	68.8	12.5	6.3	6.3
#3-	I will write a set of objectives for my next workshop.	A	0.0	20.0	40.0	40.0
		B	8.8	0.0	11.8	73.5

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			100%	80%	50%	Not Attempted
#4-	I will check off the objectives on Handout #4 as they are met.	A	21.4	42.9	14.3	21.4
		B	12.0	6.0	18.0	52.0
#5-	I will clarify my use of objectives in planning a workshop.	A	25.0	50.0	16.7	0.0
		B	[illegible]	19.6	28.6	[illegible]
#6-	I will sketch out my concerns for my next workshop.	A	28.6	21.4	7.1	42.9
		B	8.0	20.0	16.0	56.0
#7-	I will briefly list some procedures for assessing the needs of teachers in my area.	A	26.3	21.1	26.3	26.3
		B	10.0	5.0	15.0	70.0
#8-	I will take notes on two procedures used at this workshop and how they can be modified to better suit my needs.	A	91.3	4.3	4.3	0.0
		B	68.8	6.3	18.8	6.3
#9-	I will learn the meaning of "the medium is the message."	A	70.8	12.5	12.5	4.2
		B	46.7	20.0	13.3	13.3
#10-	I will list five aspects of workshop leadership that are the same as teaching.	A	33.3	0.0	11.1	55.6
		B	26.7	10.0	16.7	43.3
#11-	I will list three of my leadership behaviors that need improving.	A	45.5	13.6	13.6	27.2
		B	0.0	5.9	29.4	58.8
#12-	I will list three workshop leadership behaviors that I would like to begin using.	A	43.5	30.4	8.7	17.4
		B	12.5	25.0	12.5	[illegible]
#13-	I will get to know three other participants whom I have not previously known.	A	100.0	0.0	0.0	0.0
		B	88.9	11.1	0.0	0.0
#14-	I will list five ideas related to workshops that I gleaned from other participants.	A	30.8	30.8	7.7	30.8
		B	26.9	23.1	30.8	19.2
#15-	I will critically examine two training kits developed by the USOE/MSU RIMC-HCY.	A	92.6	7.4	0.0	0.0
		B	83.3	8.3	0.0	8.3

			100%	80%	50%	Not Attempted
#16-	I will suggest in writing two topics for training kits I would like to see developed.	A	12.5	6.3	12.5	68.8
		B	0.0	4.3	13.0	73.9
#17-	I will take notes on my reactions to different leadership styles used during the workshop.	A	52.2	34.8	8.7	4.3
		B	31.3	18.8	12.5	37.5
#18-	I will be perceptive to the other participants and their reactions during the workshop.	A	83.3	16.7	0.0	0.0
		B	66.7	20.0	13.3	0.0
#19-	I will list five areas that should be evaluated at a workshop.	A	18.2	18.2	9.1	54.5
		B	3.6	7.1	25.0	57.1
#20-	I will outline a procedure for assessing individual participant learning.	A	14.3	28.6	0.0	42.9
		B	3.1	6.3	9.4	78.1
#21-	I will list two different types of participant assessment measures.	A	23.1	7.7	15.3	53.8
		B	7.7	7.7	11.5	69.2

April, 1972

Leadership Workshop Handout #5

LEARNING CONTRACT

Read through the following list of items and check (✓) those that you will complete during this two day workshop. You must check at least 3 items in each of the three categories. You will be expected to complete those items that you check.

P __ I will sketch out the planning steps that will be needed for my next workshop
L __ I will discuss with 2 other participants how to plan a workshop.
A __ I will write a set of objectives for my next workshop.
N __ I will check off the objectives on Handout #4 as they are met.
N __ I will clarify my use of objectives in planning a workshop.
I __ I will sketch out my concerns for my next workshop.
N __ I will briefly list some procedures for assessing the needs of teachers in
G my area.
__ I will take notes on 2 procedures used at this workshop and how they can be modified to better suit my needs.

****

T __ I will learn the meaning of "the medium is the message."
E __ I will list 5 aspects of workshop leadership that are the same as teaching.
A __ I will list 3 of my leadership behaviors that need improving.
C __ I will list 3 workshop leadership behaviors that I would like to begin using.
H __ I will get to know 3 other participants whom I have not previously known.
I __ I will list 5 ideas related to workshops that I gleaned from other
N participants.
G

****

E __ I will critically examine 2 training kits developed by the USOE-MSU RIMC/HCY.
V __ I will suggest in writing 2 topics for training kits I would like to see
A developed.
L __ I will take notes on my reactions to different leadership styles used
U during the workshop.
A __ I will be perceptive to the other participants and their reactions during
T the workshop.
I __ I will list 5 areas that should be evaluated at a workshop.
N __ I will outline a procedure for assessing individual participant learning.
G __ I will list 2 different types of participant assessment measures.

****

__ I will ______________________________________
O
T ______________________________________
H
E __ I will ______________________________________
R
____

____
(signature)

Leadership Workshop Handout #13

LEARNING CONTRACT
Follow-up

In the space preceeding each of the following items, enter the letter which most closely corresponds to the degree to which you were able to fulfill that item during the workshop.

A = 100% fulfilled C = 50% fulfilled
B = 30% fulfilled D = not attempted

___ I will sketch out the planning steps that will be needed for my next workshop.
P ___ I will discuss with 2 other participants how to plan a workshop.
L ___ I will write a set of objectives for my next workshop.
A ___ I will check off the objectives on Handout #4 as they are met.
N ___ I will clarify my use of objectives in planning a workshop.
N ___ I will sketch out my concerns for my next workshop.
I ___ I will briefly list some procedures for assessing the needs of teachers
N in my area.
G ___ I will take notes on 2 procedures used at this workshop and how they can
be modified to better suit my needs.

****

T ___ I will learn the meaning of "the medium is the message."
E ___ I will list 5 aspects of workshop leadership that are the same as teaching.
A ___ I will list 3 of my leadership behaviors that need improving.
C ___ I will list 3 workshop leadership behaviors that I would like to begin using.
H ___ I will get to know 3 other participants whom I have not previously known.
I ___ I will list 5 ideas related to workshops that I gleaned from other
N participants.
G

****

E ___ I will critically examine 2 training kits developed by the USOE-MSU RIMC/HCY.
V ___ I will suggest in writing 2 topics for training kits I would like to see
A developed.
L ___ I will take notes on my reactions to different leadership styles used
U during the workshop.
A ___ I will be perceptive to the other participants and their reactions during
T the workshop.
I ___ I will list 5 areas that should be evaluated at a workshop.
N ___ I will outline a procedure for assessing individual participant learning.
G ___ I will list 2 different types of participant assessment measures.

****

___ I will ____
O
T ____
H
E ___ I will ____
R
____

____
(signature)

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LEADERSHIP WORKSHOP
Evaluation Study #2

S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

The initial and final activities of the workshop asked the participants to complete an evaluation form. The evaluation consisted of a series of questions that called for factual responses. The same form was used for both the pre-test and the post-test. Participants were asked to write an identifying number on their form. In this way it would be possible to match each participant's pre-test and post-test without disclosing the identity of the respondent.

PURPOSE

This activity was designed to reflect any cognitive change that was brought about through the two days of the workshop. It was hoped that participant responses would be "better" on the post-test than they were on the pre-test.

RESULTS (n = 40)

Question #1: "What are 7 roles of a good in-service educator?"

Pre-test	Post-test
An average of 5.425 correct responses per respondent.	An average of 6.925 correct responses per respondent.

This question was designed to assess the participant's awareness of the many roles of an in-service educator.

The participants became more aware of the major roles of a good in-service educator. This is an expected result since the entire afternoon activity directly prior to the post-test was devoted to defining and discussing these roles. It's interesting to note that many participants extended their list beyond seven in the post-test (these "extra" responses were not tabulated) whereas no one went beyond seven in the pre-test.

Question #2: "Number the following in correct sequential order. (1 = first . . . . . 6 = last)

_____ develop workshop evaluation procedure
_____ design workshop activities
_____ select format for workshop
_____ develop workshop objectives
_____ revise workshop activities
_____ conduct workshop

This question was designed to reflect the participant's awareness of the sequence of events that go into the development of a workshop. Of particular interest were the sequence of "develop workshop evaluation procedure" prior to "design workshop activities," and "conduct workshop" prior to "revise workshop activities." Respondents were given a score of "2" if they got both sequences correct, a score of "1" for a single correct sequence, and a score of "0" if both were incorrect.

Pre-test	Post-test
0 score n = 16	0 score n = 12
1 score n = 22	1 score n = 22
2 score n = 2	2 score n = 6
TOTAL = 26	TOTAL = 34

The participant's awareness of the sequence of events that go into planning a workshop increased during the two days.

Question #3: "What are 2 reasons for modifying existing workshop materials?"

Pre-test	Post-test
15 respondents were able to list 2 acceptable responses.	20 respondents were able to list 2 acceptable responses.

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This question indicates that *more participants were better able to cite reasons for modifying workshop materials* at the conclusion of the two days. It should be noted, however, that the number of acceptable responses in both the pre-test and the post-test are equal to or less than half of all of those responding. Consequently, it is felt that *this area is still below acceptable levels.*

Question #4: "List 6 criteria for evaluating workshop materials.

This question was not evaluated due to the diversity of responses in both the pre-test and the post-test.

Question #5: "Of the following workshop procedures, which are the best 2 for use in a workshop on the subject of "Procedures for Assessing Classroom Performance"?

_____ a handout
_____ a workshop pre-test
_____ a visiting lecturer
_____ an observation game
_____ discussion groups

The correct responses to this question are "a workshop pre-test" and "an observation game." An acceptable response is "discussion groups."

Pre-test	Post-test
4 - Handout	1 - Handout
15 - Pre-test	20 - Pre-test
3 - Lecturer	0 - Lecturer
28 - Observation Game	33 - Observation Game
28 - Discussion Groups	24 - Discussion Groups

The responses to this question indicate an *improvement in the participant's understanding of the appropriateness of workshop procedures for the accomplishment of objectives.* The workshop was designed to support the concept that the design of activities should support the desired learning.

Question #6: "Interaction of workshop participants can best be developed through _________ _________ activities."

Responses to this item were scored as "acceptable" or "non-acceptable." Acceptable responses were those that directly related to involvement (doing, group participant discussion, etc.) Non-acceptable responses were those that did not directly relate to involvement (pre-planned, individual, informal, etc.)

Pre-test	Post-test
27 acceptable responses	31 acceptable responses

An analysis of the responses indicate that more participants responded with an involvement -- related response at the conclusion of the workshop than at the beginning. It is felt that *the workshop provided the participants a better understanding of how to create interaction of workshop participants.*

Question #7: "What is the strongest 'message' of a tape recorded presentation on the use of video-tape equipment?" Check one.

_____ use of television
_____ use of tape recorders
_____ use of video tapes

This question was designed to probe the participant's understanding of the concept that a delivery mode can be more powerful than the instruction that is delivered through the mode.

Pre-test	Post-test
2 - use of television	2 - use of television
13 - use of tape recorders	12 - use of tape recorders
25 - use of video-tapes	26 - use of video-tapes

According to the responses, *the participants have a less than acceptable understanding of the concept. (The medium is the message.) Also, there is no difference in their understanding as a result of the workshop.*

Question #8: "It is important, when evaluating a workshop, to consider the following 3 aspects:"

a. ________________________________
b. ________________________________
c. ________________________________

This question was not evaluated due to the diversity of responses in both the pre-test and post-test.

Question #9: "The best way to evaluate your effectiveness as a workshop leader is through the use of pre-assessment procedures."

_____ True _____ False

This question was designed to assess the participant's understanding of the use of assessment procedures. The answer is "false."

Pre-test	Post-test
19 responded correctly	24 responded correctly

The responses to this question indicate that *the participants better understand the use of assessment procedures because of the workshop.* The number of correct responses indicate, however, that a *large number of participants still do not understand the use of assessment procedures.*

Question #10: "The most important goal of a workshop is transfer of learning."

______ True ______ False

This question was designed to assess the participants understanding of the concept of transfer as the most important goal of a workshop. The answer is "true."

Pre-test	Post-test
10 responded correctly	5 responded correctly

The responses to this question indicate that the *participants did not learn this concept at the workshop and they did not know it prior to the workshop.*

April, 1972

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LEADERSHIP WORKSHOP
Evaluation Study #3

S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

A "Participant Reaction Form" was used at the conclusion of the workshop to assess the reactions of the participants to the workshop in general and any of the specific activities. Participants were asked not to identify themselves on the form.

PURPOSE

This activity was designed as a procedure to allow the individual participants to react in writing to those aspects of the workshop to which they had particularly strong feelings. The structure of the form was utilized to channel their thinking in very general areas without channeling the exact nature of their response.

RESULTS

Question #1: "Use descriptive words to describe your reactions to this Workshop. List the words as fast as they come to you. Limit one minute! No sentences, please."

A total of 319 words were elicited by this question. Of these, 302 (94.7%) were positive and 17 (5.3%) were negative. Those words that were elicited 10 or more times were interesting (16), informative (15), planned (13), helpful (12), good (11), and organized (10).

The response to this question indicates that the participants left the workshop with exceptionally positive feelings. The response also indicates that a number of the objectives of the workshop were met, especially those that were related through modeling behavior.

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Question #2: "What do you feel were the two most valuable aspects of the Workshop?"

This question was designed to assess whether the planned objectives of the workshop were met as perceived by the participants. The responses to this item indicate that the participants did perceive the objectives through the workshop and that they felt they were met. The most significant aspect of the workshop, as seen by the participants was "Meeting and interacting with other teacher trainers."

Question #3: "If this Workshop were to be offered again for a different group of participants, what one thing should be eliminated?"

This question was included to find out those aspects of the workshop that should be modified or eliminated. A total of 13 responses (32.5%) indicated that nothing should be changed. Seven responses (17.5%) identified the video taping activity as unnecessary and the same number (17.5%) felt the "Karnak" skit could be eliminated. Six responses (15%) felt the examination of the Kits should be changed.

Question #4: "What was omitted, yet should have been included in this Workshop?"

This question allowed the individual participants to recommend additions to the workshop. It was hoped that this question would provide input that would clarify participant needs that were not met by the workshop and should be included in a future workshop. Sixteen of the responses (41%) indicated that there was nothing omitted. Nine (23%) asked that more time be allowed for individual work. Five responses (13%) highlighted "evaluation of workshop materials" as needed in future workshops. This last item, evaluation of materials, is seen as an area for increased focus in the future.

Question #5: "Suggestions or comments:"

This question was included as a "catch all" to allow the participants an opportunity to react on any aspect of the workshop not previously mentioned. Besides the general-positive comments, the most significant response to this question is the number of respondents who mentioned the lack of time to fulfill their contracts. It's interesting to note that the comments were not against the idea of the contract, but rather frustrated about the lack of time to work on the contracts.

APRIL 1972

PARTICIPANT RESPONSES

1. *Use descriptive words to describe your reactions to this Workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.*

(16) interesting
(interested)
(interests)
(15) informative
(informed)

(13) planned
(planning)
(well planned)
(12) helpful
(11) good

(10) organized
(8) fun
(8) meaningful
(meaning)
(7) structured

(6) enjoyable
(6) excellent
(6) useful
(5) motivating
(motivated)
(motivational)

(4) great
(4) interaction
(interactive)
(4) involvement
(involved)

(4) learning
(4) people
(4) stimulating
(4) valuable

(3) boring
(bored)
(3) exciting
(3) friendly
(3) humor
(humorous)

(3) ideas
(3) innovative
(3) relax
(relaxed)
(relaxing)

(3) repeat
(3) varied
(variety)
(3) work
(3) worthwhile

(2) active
(2) busy
(2) clear
(2) comfortable
(2) confusion
(confusing)

(2) creativity
(creative)
(2) developed
(2) different
(2) dynamic

(2) effective
(2) enthusiastic
(2) fast
(2) frustrated
(frustrating)

(2) groups
(2) materials
(2) model
(modeling)
(2) needed
(needs)

(2) prepared
(2) presentation
(2) professional
(2) profitable
(2) reactionary
(react)

(2) relevant
(2) timed
(2) timely
(2) usable
(2) well done

(1) activities
(1) ambiguous
(1) appropriate

(1) awake
(1) awakening
(1) aware
(1) best
(1) bewildered

(1) carry over
(1) cold
(1) committed
(1) comprehensive
(1) concise

(1) convenient
(1) crisp
(1) curious
(1) demonstrative
(1) descriptive

(1) directive
(1) dull
(1) encouraging
(1) enlightening
(1) eventful

(1) experience
(1) expertise
(1) food
(1) format
(1) fruitful

(1) fulfilling
(1) functional
(1) generous
(1) gracious
(1) improvement

(1) insightful
(1) instructional
(1) intrigued
(1) kits
(1) lag

(1) leadership
(1) lively
(1) long
(1) media
(1) more
(1) moving

(1) muddy
(1) multi-media
(1) objectivity
(1) okay
(1) paced

(1) participant
(1) personalities
(1) pleasant
(1) pleasurable
(1) practical

(1) precise
(1) productive
(1) purpose

(1) reassuring
(1) reinforcing
(1) resentful
(1) revealing
(1) roles

(1) rushed
(1) setting
(1) sharing
(1) smooth
(1) successful

(1) suitable
(1) superb

(1) tantalized
(1) techniques
(1) thinking
(1) thorough
(1) thought provoking

(1) unanticipated
(1) uncertain
(1) unclear
(1) understanding
(1) unique

(1) unprofound
(1) unused

2. *What do you feel were the two most valuable aspects of the Workshop?*

(26) Meeting and interacting with other teacher trainers.
(18) The replicable training materials that were provided.
    (4) Workshop Kits
    (4) Workshop Planning Kits
    (1) Instructional Strategy Activity
(14) The information that was provided.
(13) Experiencing a workshop led by other trainers.
(12) Involvement activities.
    (4) Video tape activity
    (3) You Are. . . activity
(2) Visiting the Regional IMC.

3. *If this Workshop were to be offered again for a different group of participants, what one thing should be eliminated?*

NOTHING (n = 13)

Nothing

Nothing as far as I am concerned as of this moment.

At this time I'm not sure if anything should be eliminated.

Nothing

Keep as is

Nothing

Nothing should be eliminated.

Nothing

(Question 3 continued)

Nothing - keep all components

Nothing

Nothing

Nothing

Nothing

VIDEO TAPING (n = 7)

The video tape of personal experiences

The video taping procedure. Obviously it didn't suit as many needs as the other sessions. It's just not your style.

While filming people having non-participants receiving some other input elsewhere.

Felt "You Are" activity too lengthy and TV taping long, not that informative and pressure to get it organized.

Use of video-tape in contrived situation.

Video-taping

The entire video-tape activity

KARNAK (n = 7)

Karnak - cute but not needed at that point. Good experience for first time contact.

Karnak

Not sure I saw relationship to Karnak's performance and time it took and value received.

Karnak

Re-tool Karnak skit - not necessarily omit.

The Karnak routine was excellent, but could be shortened time-wise.

If anything, the time with Karnak could be modified to be more effective.

(Question 3 continued)

USE OF THE KITS (n = 6)

Reviewing kits (suggest that it be a total group activity with more introduction to the activity.)

Evaluating the kits yesterday. Activity not clarified enough or simplify it.

Observing kits rather than using in groups.

The looking at kits - I felt that there was not enough time to understand many of the kits as there were no cassettes available to hear them and get total understanding.

Looking at kits instead of actually working with one kit.

Reliance on kits - should be an adjunct not a major focus.

EVENING ACTIVITY (n = 2)

The Monday evening activities should be done in terms of needs of the group - this could be changed.

The evening meeting - really very rushed and some people who couldn't get to the meeting on time due to slow service were quite unhappy.

MEETING FACILITY (n = 1)

The University Inn

SEQUENCING GAME (n = 1)

Sequencing games

TIMING (n = 1)

The close timing which at least on one occasion during this session was too short to allow for closure.

LENGTH OF WORKSHOP (n = 1)

I would like to have more time - 3 full days perhaps

STARTING TIME (n = 1)

You covered the ground well, but how about 9 AM instead of 8:30.

4. *What was omitted, yet should have been included in this Workshop?*

(16) Nothing

(9) Needed more time to work on individual objectives (contract)

(5) More information on evaluating workshop materials (and workshops)

(2) Actual demonstration of kits.

(2) More individual participation.

(1) Actually adapting a kit.

(1) Teacher made materials.

(1) More discussion of interlock between local IMC's.

(1) More discussion of "Yours for a Better Workshop" booklet.

(1) More shifting between groups.

5. *Suggestions or comments:*

Allow time to work through rather than just read through kits - active participation.

There should be a multi-county-statewide workshop next year for IRMC coordinators. Provide continuous inservice.

The follow-up on the contract which involved lettering each item on whether the task was completed was poorly designed because of the words "list, sketch," etc. These items should be changed to terms which do not require actual writing.

Use of overhead projector was not as effective as it could be - e.g. size of image on screen, clarity, overflow of light, (beyond screen), etc.

Believe there will be excellent transfer.

Excellent workshop. I am glad I was invited.

An excellent workshop.

Make participants aware at the outset that some time should be set aside for evaluating of material.

Keep up the good work! You practice what you preach!

Foster the 'seed' of competition between groups that you began to introduce. e.g. silly little award for group that accumulates most 'points,' etc.

This was a most rewarding experience. Thank you for a most informative, well organized learning experience.

In pre-conference contract, some explanation should accompany. In addition, items should be altered some way to allow completion in spite of tight time schedule of sessions.

Keep up the good work.

Different facilities where you didn't have to go outside for everything.

Two more meetings here, two in our own states.

Continue use of groups, discussions, summaries. Another choice of motel could have been more physically comfortable. Cold floor! Better than I anticipated. Excellent!!

It would have been helpful to go through a kit completely and discuss its contents. Tuesdays sessions were far more meaningful for the contents related to frustrations of in-service coordinator.

Good job. Semi-annual involvement of 3-state group using people from the states to assist implementation of the program. Perhaps an IRMC - CRC - ETC. membership unit in CEC. Perhaps a summary of our skills.

Let's do this again real soon!

A most beneficial workshop.

Experience, if nothing else, has taught most in-service trainers how to conduct training sessions. I thought most of the activity was not particularly profound or new. The materials used were excellent and the organization of the two days was good. Private discussions with participants were particularly helpful.

Meeting was very worthwhile at times. However, there were times when I felt that the MSU staff talked very abstractive in order to sound impressive. Small words are always understood.

Follow-ups where at least part of group could get back together to refresh ideas and the urge to really try some of the suggested innovations. A very well-planned session - most enjoyable and full of ideas which have multiple use in adaptability.

Time to fulfill the "written" parts of the contract if one selected that as I did. Similar to work sessions we had in June.

This has been a valuable experience in many ways. I most appreciated meeting staff and participants, and obtaining such good ideas for our own inservice. I would like more direct information on group dynamics, and how to anticipate some of the feeling generated by inservice activities. Thanks to all the Michigan Regional IMC staff.

All roles of workshop leaders were demonstrated by the staff - except for the reporting, which will be sent to us. Good job. Thanks.

I feel I am leaving better informed this time.

Please, expand into content areas. If you can do the perceptual kit you can do kits such as "Reading, Phonics, Linguistics and look say" etc. Why not another workshop where we are the leaders using the kits that we have.

Very good workshop for in-service trainers.

It is a pleasure to do business with you folks - may I return the favor at a later date.

A very well planned conference.

I feel my time was very well spent. Would like to see any follow-up workshop keying in on specific workshop skills, i.e. change agent, communicating, etc.

The workshop was excellent and most helpful to me. It may have been helpful to provide time in the middle of the workshop to have people reflect on contracts. A reaction sheet following each package would have provided opportunity for feed back on items that may need change. Since it was not provided, many comments that were made during examination of kits were lost.

Lodge us in a cleaner motel.

I do have a need to see and use your instructional material center has. Time did not allow me to use it as I would have. More time to overlook the Centers when workshops are held in the area.

I think that we should have new leaders. It seems that the leaders techniques are repeated to some of us who have been with them before. The leaders do not show any new areas that have not been used before. We need many people that show different techniques. Retool.

6. *Should there be another multi-state workshop of this nature next year?*

(37) Yes

(1) True

(1) Certainly

(1) Perhaps

(1) Yes - with new leaders

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
* CHILDREN
AND YOUTH

[illegible] Michigan State University [illegible]
Cooperating With State Department of Education [illegible]

LEADERSHIP WORKSHOP
Evaluation Study #4

S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

At the conclusion of the LEADERSHIP WORKSHOP all participants were asked to make out a "LONG TERM CONTRACT". Contained within this contract were a series of 14 possible items that a participant could check as activities that they would fulfill following the workshop. Some of these items were expected to be fulfilled at the end of two months and some were expected to be fulfilled by the end of three months. A blank space was provided at the bottom of the contract for each participant to enter any other item that they would like to contract for.

Two separate follow-ups were made of the LONG TERM CONTRACT. The first follow-up, at the end of two months, asked each participant that had contracted for two month items the level to which they had accomplished those items which they had contracted. The second follow-up, at the end of three months, asked for level of accomplishment on the three month items.

PURPOSE

This contracting activity was designed for two primary reasons. First, it was used to demonstrate to the participants a procedure for promoting some degree of participant accountability after the conclusion of a workshop. In this way, the participants could get a better feel for the use of long term contracts. The second motive behind the use of this contract procedure was to create a vehicle for subtle reinforcement of concepts and content that occurred during the two day workshop. The use of the two and three month follow-up letters provided an opportunity to remind the participants that they had in fact attended a workshop that they should continue to think about.

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RESULTS

1) *Those contract items that did not require a direct contact with the REGIONAL CENTER show a higher level of accomplishment than those items that did require contact.* This can be explained in two possible ways. First, those items that required contacting the REGIONAL CENTER could be considered harder than the other items and therefore not as easily accomplished. Second, the respondent had to be truthful in his response to contact items since his reply could easily be checked. This second possibility could infer questionable reliability on the non-contact items.

2) Two contract items on the TWO MONTH FOLLOW-UP appear to be significant. *Meeting with a "local administrator" and with a "local group of teachers" seem to be two activities that the participants contracted for and did accomplish to a high degree.*

3) *The use of the FOLLOW-UP CONTRACT resulted in a large number of feedback letters directed to the REGIONAL CENTER.* Most of these letters provided workshop staff with good feedback on the content and techniques from the workshop. These letters were primarily stimulated by the use of the contract. As such, the contract stimulated valuable feedback that might not have been stimulated if the contract hadn't been used.

DATA

The following two pages show the data from the two and three month follow-up studies. An explanation of "COMPLETION INDEX" is shown at the bottom of the first page.

LEADERSHIP WORKSHOP

2 Month Follow-up Data

39 participants contracted for 2 month items.

33 of these (77%) responded to the follow-up.

Number that contracted each item	Number that responded to follow-up	Percent response by item	ITEM	100% Accomplished	80% Accomplished	50% Accomplished	Not Accomplished	Completion Index*
21	18	86%	I will relate in writing to the Regional Center my reactions to the Leadership Workshop.	11	3	1	3 (3)	.77 (.66)**
7	6	86%	I will contact the Regional Center in writing for more information about conducting my own workshops.	2	1	1	2 (1)	.55 (.47)
25	21	84%	I will request in writing one of the Regional Center Workshop Kits for more detailed inspection.	11	4	0	6 (4)	.68 (.57)
21	21	100%	I will meet with a local administrator to discuss the possibility of a workshop for his teachers.	19	1	1	0	.97 (.97)
13	13	100%	I will meet with a local group of teachers to plan a workshop.	9	2	1	1	.85 (.85)
2	2	100%	I will develop a "profile" of a group of teachers in my area that better defines their instructional needs.	0	2	0	0	.80 (.80)
9	6	67%	I will develop a detailed plan for a workshop and send it to the Regional Center for feedback.	0	1	3	2 (3)	.38 (.26)
13	12	92%	I will modify an available or existing set of workshop materials to better my own needs.	7	1	3	1 (1)	.78 (.72)
5	1	20%	I will ________________________________	1	0	0	0 (4)	1.00 (.20)

*Completion Index is a score showing level of completion for each item. "1.0" is the highest possible score. Completion Index is computed by weighting the number of responses in each category and dividing by total number of responses. Example: Completion Index for first item = (11x1.0) + (3x.8) + (1x.5) + (3x0) ÷ 18 = .77.

**Numbers in parentheses () show the non-respondents added to the "Not Accomplished" category.

LEADERSHIP WORKSHOP

3 Month Follow-up Data

32 participants contracted for 3 month items.

20 of these (62.5%) responded to the follow-up.

Number that contracted each item	Number that responded to follow-up	Percent response by item	ITEM	100% Accomplished	80% Accomplished	50% Accomplished	Not Accomplished	Completion Index
2	1	50%	I will send a copy of my next Workshop Pre-Assessment Form to the Regional Center for their reaction.	1	0	0	0(1)	1.0 (.50)
22	12	55%	I will incorporate at least 3 new ideas learned during these 2 days into a workshop that I conduct.	10	1	0	1(10)	.9 (.49)
14	8	57%	I will use one of the Regional Center Workshop Kits at a workshop.	4	0	1	3(6)	.5 (.32)
6	5	83%	I will conduct two workshops that I have designed.	4	0	1	0(1)	.9 (.75)
10	5	50%	I will send a copy of my next Workshop Evaluation Form to the Regional Center for their reaction.	3	0	0	2(5)	.6 (.3)
1	1	100%	I will ____________________.	1	0	0	0	1.0 (1.0)

January 19, 1972
Indianapolis, Indiana

IN-SERVICE WORKSHOP EVALUATION
"Selection and Evaluation of Commercially Available Materials"

This evaluation is designed to provide the workshop staff with feedback regarding your reactions to this workshop. The results will assist us in planning future in-service activities.

1. Please rate each of the activities in terms of its INTEREST to you. Check the appropriate blank after each activity.

	Very Interesting	Interesting	Not Interesting
A. Evaluation Game	14	4	0
B. Commercially Available Measuring Devices	9	9	0
C. Questions and Issues	6	9	2
D. Teachers and Teaching			

2. What has each of today's training kits meant for you. Be specific.

A. Evaluation Game

(See attached sheet)

B. Commercially Available Measuring Devices

(See attached sheet)

C. Questions and Issues

(See attached sheet)

D. Teachers and Teaching

3. Which of the training kits has the most value for your use in in-service training?

A. Evaluation Game - 8
B. Commercially Available Measuring Devices - 5
C. Questions and Issues - 4

4. The two most valuable aspects of today's session are:

(See attached sheet)

5. Please rate each of the activities in terms of its IMPORTANCE to you.

	Very Important	Important	Not Important
A. Evaluation Game	12	5	0
B. Commercially Available Measuring Devices	10	6	1
C. Questions and Issues	5	11	1
D. Teachers and Teaching			

January 19, 1972
Indianapolis, Indiana

6. I have attended the following training sessions:

10 Indianapolis, Oct. 27, 1971 - "Problems and Hints"
2 Huntingburg, Nov. 17, 1971 - "Design and Use of Instructional Objectives"
6 South Bend, Dec. 15, 1971 - "Toward an Understanding of Perceptual-Motor Programs"
16 Indianapolis, Jan. 19, 1972 - "Selection and Evaluation of Commercially Available Materials"

7. As a teacher-trainer in Indiana, you will be expected to conduct in-service training with teachers in your local area.

As a result of the training sessions I've attended, I am better prepared to conduct in-service training with teachers.

16 Yes   1 ?   0 No

8. The training kits presented during the training sessions are self-explanatory and easy to use.

14 Yes   2 ?   0 No

9. I have used the following workshop kits in conducting in-service training:

2 Instructional Objectives
5 Perceptual-Motor Activities

10. Since the initiation of this series of four training sessions, I have held in-service training programs for 374 (total enrollment) people.

Show # of each type
316 teachers
17 supervisors
11 administrators
25 college students
0 parents

11. Comments (what other topics should be covered in future training sessions?)

(See attached sheet)

2. What has each to today's training kits meant for you. Be specific.

A. Evaluation Game

Forced deeper thinking about materials, their uses and criteria necessary to consider prior to purchase

I liked it - good to use in In-service

Valuable for use with teachers in in-service programs

Not setting up prior likes or reasons for liking

I liked it. Good! I will use this one. It has and will help.

Plan to use.

More insight to the pertinent questions to be asked.

Provided an insight for future purchases and recommendations to other teachers

Never realized how well general guides could be applied to a wide variety of materials

Insight into materials evaluation - might be omitted if short of time

Opened avenues of thought with the knowledge of other ideas to be presented to a training group

More positive evaluative techniques

Points out need for systematic sound approach

Gave new ideas as to evaluation and selection of materials

Make me more aware of importance of close selection

B. Commercially Available Measuring Devices

I'm glad to have knowledge of these materials. I teach EMR-1 and think the Bercy might serve as an instructional guide.

Brought me up to date on these devices

Fortifies our concerns about tests

Examples of available items - need to let teacher diagnose and not rely on psychologist

Very little - but mainly because I am presently using each of the devices presented and have been "pushing" them for some time

2. B. (Continued)

Solid useful information

I was unfamiliar with a couple of the tests and think they would be valuable

A chance to "see the real thing" and hear others opinions on them

I was interested especially as a teacher wanting more knowledge on materials for predictive measurement

Plan to use

Interesting, but I had the information already.

Idea for use of para-professionals assigned to teachers for assessment

Liked the presentation

I was familiar with all but one - found that of interest - worth repeating

C. Questions and Issues

As a participant in the experiment I got less from this, I think, than had I been a spectator - although I did enjoy my role.

Good

Valuable for use with teachers in in-service program - am revising in-service program for next week

It was more fun for the center group than for me. It lacked in part the active participation and I did not feel that new information was gained as in a lecture. Although I realize the "live-presentation" was necessary I have to be honest. It soured the rest of the activity.

Will need to modify - a separate session

Good although sometimes couldn't hear nor see.

Some guides are necessary particularly for effective use of time

The questions (criteria) are most helpful and could be sent to teachers considering materials selection if they had no opportunity to attend a workshop.

Nothing

Adoption---need for more specific analysis to make final decisions

Not of value

Little value

4. The two most valuable aspects of today's session were:

Evaluation Game - 5 responses

Commercially Available Measuring Devices - 3 responses

Questions and Issues - 1 response

Interaction and feelings of all

Awareness of group needs versus self.

Group brainstorming, "Judging" evaluating materials

Working with tangible objectives which in turn can be used later with other groups.

Criteria sheet

Becoming familiar with tests; guides for evaluation, etc. of materials

Group discussions

Available materials and tests, ways of selecting

Reinforcing, providing an approach

Information gained, sharing ideas

Techniques and kits

The specific helps and suggestions for giving workshops

Self-evaluation in adoption of materials and hopefully, can be of better assistance to teachers

To get together and stimulate thinking concerning material and its evaluation

Suggestions for format of our in-service here and the evaluation of specific materials

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11. Comments (what other topics should be covered in future training sessions?)

I am not a teacher this year but work as a family counselor and although I do not do the ordering of materials I feel your workshop has helped me to know what to refer to others.

Teacher Made Materials; Reading; Math

Very well done

Teaching the slow learner in the regular classroom. More workshops of newly developed materials. I generally enjoyed the workshop and will make an effort to attend future ones - depending on geographic location. Thanks.

I found your techniques very helpful.

Please include a comparison of similar materials to be evaluated.

Tests (formal) - diagnostic!